DOCUMENT RESUME

ED 100 319 52 IR 001 412

AUTHOR Long, Elizabeth T.
TITLE Narrative Evaluation Report on the Institute For: Developing Awareness of Community Resources.
INSTITUTION Bridgeport Public Library, Conn.
SPONS AGENCY Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D.C.
PUB DATE Jul 74
NOTE 93p.

EDRS PRICE MF-$0.75 HC-$4.20 PLUS POSTAGE
DESCRIPTORS Communication Skills; Community Agencies (Public); Community Information Services; *Community Resources; *Disadvantaged Groups; Ethnic Studies; Information Services; *Institutes (Training Programs); Library Programs; *Library Services; Program Descriptions; Program Evaluation; *Public Libraries; Questionnaires; Television; Urban Studies; Video Tape Recordings
IDENTIFIERS *Bridgeport; Connecticut

ABSTRACT

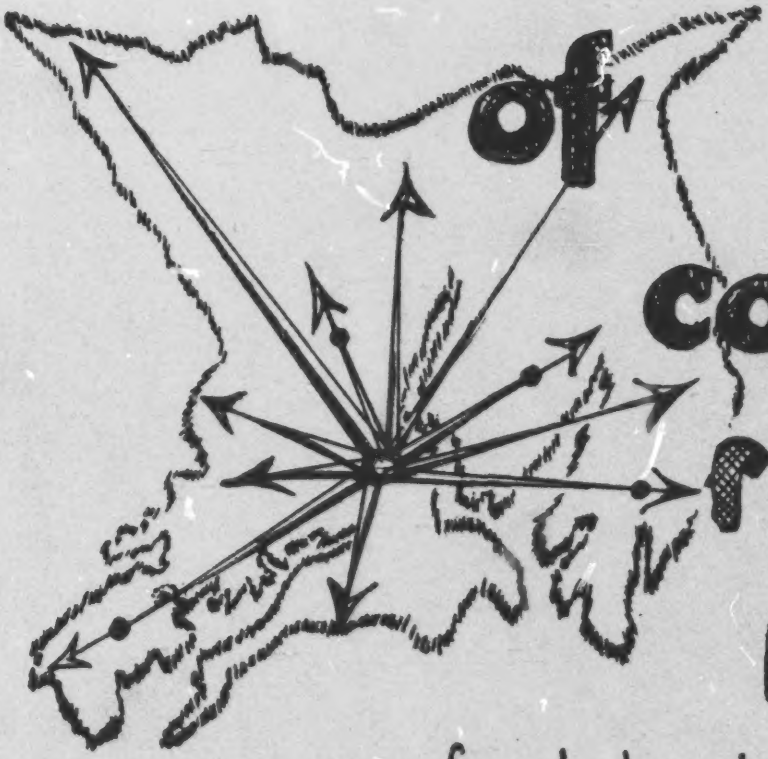
In an effort to provide better service for the minority and disadvantaged population of Bridgeport, Connecticut, the public library devised the Developing Awareness of Community Resources Staff Training Institute (DACRI) for its personnel. The goal of the training program was to have each participant gain a working awareness of community resources and to become a better more communicative information contact in order to give more effective, relevant library service to the community. The training consisted of mini courses on minority cultures and urban studies, tours to increase knowledge of community resources and agencies, and communications skills sessions. Instruction in video taping and the tapes of DACRI sessions were also made available. Evaluations by participants, the project director, and outside observers indicated that the program was successful. Participants were enthusiastic, and possibilities for future staff training and development were seen as an outgrowth of DACRI. Documents used for planning, publicizing, and evaluating the institute have been included in the appendixes. (LS)

BEST COPY AVAILABLE

BEST COPY AVAILABLE

narrative evaluation report on the

developing awareness of community resources institute

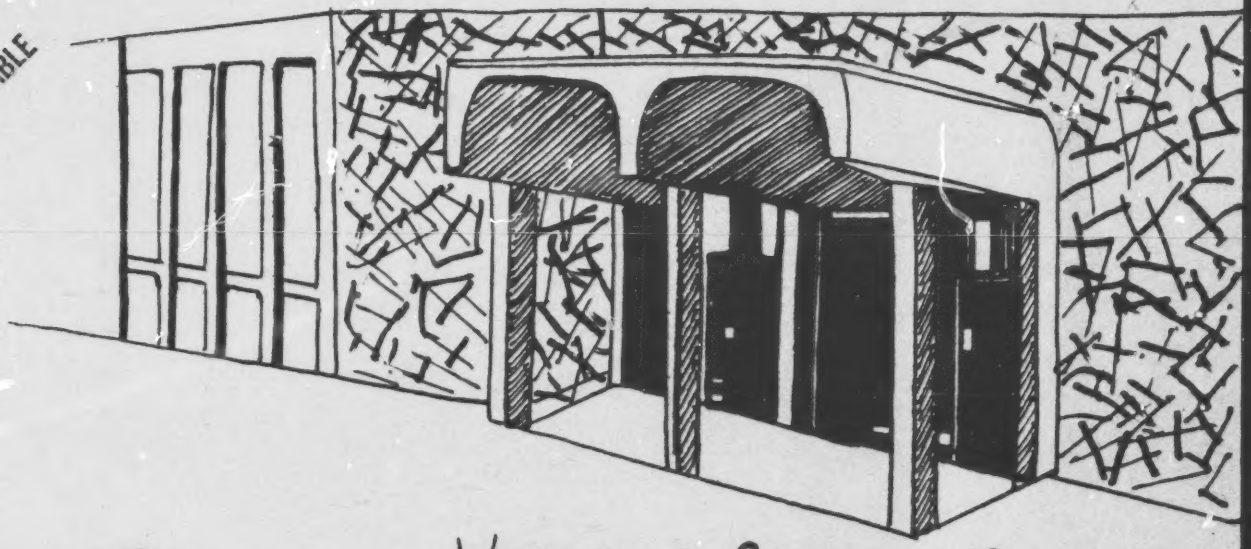


funded under the
Higher Education Act - Title IIB

Bridgeport Public Library
Bridgeport, Connecticut

IR 001 412

BEST COPY AVAILABLE



WAHLSTROM GOODWILL CENTER

MENTAL HEALTH CENTER

REHABILITATION CENTER OF EASTERN FAIRFIELD COUNTY

ED100319

NARRATIVE EVALUATION REPORT
ON THE INSTITUTE FOR :

BEST COPY AVAILABLE

DEVELOPING AWARENESS OF COMMUNITY RESOURCES

AT

BRIDGEPORT PUBLIC LIBRARY
925 BROAD STREET
BRIDGEPORT, CONNECTICUT

FROM:
JUNE 1973 – JULY 1974

SUBMITTED BY:
ELIZABETH T. LONG
PROJECT DIRECTOR
203 576-7402

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

BEST COPY AVAILABLE

contents

PART I ADMINISTRATIVE NARRATIVE — white pages

Background
Goals and objectives
Participants
Program design
Program planning
mini-courses
tours
communication building
(skills sessions)
(video)
Above and beyond
Participant summary ---- Rosetta Edwards, Doris Naedele, Ceil Smith
Project Director's summary

PART II OUTSIDE EVALUATION — yellow pages

Program and agency - library interaction evaluation --- Victor Muniec

Process and methodology evaluation --- Brenda Claflin

PART III APPENDICES — blue pages

Publicity releases
Admission application
Evaluation questionaire
Participant list
Staff
Calendars
Documentation forms
Agency letter
Sample documentation of tour
Bibliographies
VTR instructions

BEST COPY AVAILABLE

NARRATIVE EVALUATION REPORT

of

DEVELOPING AWARENESS OF COMMUNITY RESOURCES INSTITUTE

(DACRI)

by

Elizabeth Long, Project Director

DACRI staff

DACRI participants

BEST COPY AVAILABLE

"And how shall you rise beyond your days and nights unless you break the chains which you at the dawn of your understanding have fastened around your noon hour?"

Kahlil Gibran - The Prophet

BEST COPY AVAILABLE

The Bridgeport Public Library serves as an information resource center for Bridgeport and residents of the surrounding County of Fairfield. Although called the Park City, and the Industrial capitol of Connecticut, Bridgeport is a city of 156,000 of whom 40,000 are members of Black and Spanish speaking minority groups, and of whom a high number are unemployed, under-employed, and otherwise disadvantaged.

Problems many other cities face all exist in Bridgeport. Housing, drugs, racial friction, transportation, education, and crime and all topics of high concern. These problems draw persons throughout the city to the library for information relating to their needs.

Unfortunately, until a year ago, the staff at the library had been trained in a pattern of library service that was based on the character of the city as it existed before the mid-50's when the immigration of minorities to the city started. Many of the staff, because of their backgrounds and training found difficulty in responding to the needs of people who live in the inner-city. Moreover, because of the problems of urban living - lack of transportation, fear of crime in the streets, polarization, many staff lacked a good first hand understanding of the city---it's agencies, institutions, organizations, people, neighborhoods, it's failings and it's good points. A 1972 survey of the staff showed that most did not participate in local community organizations.

In order to change the pattern of library service an active program of community relations and outreach was started several years ago. In spite of its successful impact, the program had two serious failings:

(1) Although inner city people became informed about the library, when they attempted to use it's services they found staff were ill equipped to relate to their needs.

(2) Many of the staff considered an outreach approach and community relations work to be extraneous to good library service, and thus declined to actively support these efforts.

An additional internal problem has hindered staff development in the library, because both the physical plant and the staffing pattern are based on a departmentalized structure that was developed in the 1920's and 30's.

BEST COPY AVAILABLE

A more fluid structure was needed to meet the constantly changing needs of the community. The community needed a library staff which could be open to new ideas, sensitive to people, and which would relate, communicate and help. The potential existed, however, the staff needed to know their community and to create an open structure that would be fluid and responsive.

GOALS AND OBJECTIVES

In consequence the following evolved as the overall goal for the Developing Awareness of Community Resources Staff Training Institute (DACRI):

To have each participant gain a working awareness of community resources and to become a better more communicative information contact in order to give more effective, relevant library service to the community.

Objectives which would lead to the goal being realized were threefold:

First the participants were to familiarize themselves with the resources within the City. It was felt that experiencing where resources are, and how they look inside, plus studying concepts of help or information would generate an enthusiasm on the part of the participant. He would then tell citizens how to find a place, and what and who can be found there. The types of resources were to be varied. They would include model cities facilities, community centers...Italian, Jewish, Puerto Rican, Black, legal services, drug programs, unemployment service, adult learning centers, and the three colleges within the city. It was felt that although most staff felt they knew the City of Bridgeport, many had not seen important parts of their city for many years.

Second, participants were to be offered introductory courses on subjects pertinent to today's information needs. Topics would include Spanish culture, Black History and culture, media in adult and reference service, urban studies, youth culture and management. It was hoped that introduction to these topics would whet appetites for more education and particirants might follow by taking courses in these topics on their own. It was also thought that the understanding gained would allow staff to empathize with the need for media, with people of Black or Spanish speaking culture, with young

BEST COPY AVAILABLE

people, and with the problems of the administration. Empathy and understanding were to bring about better library service.

Third, participants were to increase their communication skills with each other and with the public in order to better understand the information needs and problems of the disadvantaged people we serve, as well as the library problems of other staff members. Communication skills were to be augmented by having participants serve in the planning and execution of the Institute. It was hoped that a net-work of improved communication patterns would begin by having staff from different departments get together, share opinions, insights, learning, previous experiences. Changed attitudes towards service to minorities, a broader concept of a library's role, a willingness to become an information resource, better communication in staff/staff, and staff/patron transactions, were the desired end product results.

PARTICIPANTS

Thirty participants were selected from the staff of the Bridgeport Public Library which numbers 90 full time employees. Thirty is the largest number that could participate without causing serious problems in maintaining public service and the internal work of the library. It was deemed necessary to include as many as thirty in order that the impact of the Institute would eventually be transmitted to the entire staff. Initial criteria for selection was for the library para-professionals or professionals, currently employed in the Bridgeport Library System who

(1) showed a willingness to attend the Institute
(2) had a potential for being able to profit from the Institute,
(3) were flexible in regards to learning new ideas and techniques,
(4) had a definite need for training,
(5) were employed in a position where the effects of the training could be utilized.

A memo from the project director and a brochure describing the institute were sent to all eligible staff. Applications for admission (see appendix) subsequently went to 39 staff members who indicated interest in becoming participants. From these, 30 were chosen to be participants, one was added to the Institute Staff, and two were

BEST COPY AVAILABLE

designated alternates. During the period of the institute, 3 participants dropped out; of these, one left the staff, one had a departmental transfer which created a hardship to participation and one thought it was wrong for her to join in and leave others behind to do her work. Alternates were asked to participate and new applications were sought - four replacements were added to the roster, bringing the total number of participants to 31. Participants came from every department and branch except cataloging. (see list in appendix). Participants were assigned either to Dacri I or Dacri II; when two people from the same department participated, generally each was assigned a different group.

PROGRAM

Program design was to:

(1) develop experiential knowledge of the resources of the community,
(2) offer courses pertinent to today's information needs,
(3) increase communication skills of participants.

Organization, broadly speaking, consisted of planning in July and August, tours and mini-courses from October through April, conducted in community resource classrooms by community people. May was an evaluation period, and June included report writing and development of an action plan to further the thrust of the Institute. Essentially two- part-time institutes were run throughout the period, on alternate days, so that only fifteen persons were away from the library at any one time. The Calendars in the appendix show how the program was modified in response to participant input.

PROGRAMMING PLANNING AND IMPLEMENTATION

PLANNING

Pre-Institute preparation was underway the moment of grant notification. Announcements went to library personnel to motivate participation in the Institute as well as in Institute planning.

BEST COPY AVAILABLE

Institute staff decided to adopt Tom Sargent's suggestion that a minimum of concepts should be introduced and that these concepts be mutually reinforcing and built into every aspect of the Institute. In consequence, all communication sessions, mini-courses, and tours were aimed towards developing empathy as well as awareness. Participants were asked to imagine what it was like to be black or Puerto Rican, on welfare, an adult learner, or a college student, etc. Participants were asked what library needs one would have in each situation. They were asked to imagine how agency people feel, and what they thought their library needs were.

Three open planning sessions for the Institute were held in the summer. These were attended by a large number of participants and succeeded in focusing Institute goals, changing the calendar of events, selecting agencies to visit, and settling mini-course content. Open planning continued through-out the year. In consequence, the Institute became the participants Institute, not the project Director's.

MINI COURSES

One of the components of the institute was the offering of mini-courses. At the planning meeting in August of 1973, contents for the mini-courses were discussed. The participants decided they should comprise the following: Puerto Rican culture, Black culture, Urban studies, and Teenage problems; also mentioned were courses on Senior Citizens and on the handicapped should time allow. As it turned out three topics were taken up in the mini-courses--Puerto Rican Culture, Black Culture, and Urban Studies. There was not enough time available to include the other topics. It is hoped these topics can be taken up at a future time as part of an on-going continuing education program for library staff.

The mini-courses were held at the University of Bridgeport, Housatonic Community College and at the Bridgeport Public Library. Course days contained a lecture, a question and answer period, and a tour of a college library. Feedback sessions were planned for each session to provide on-going evaluation, but because of time constraints, it was not possible at every session.

DACRI I and II mini-courses each covered the same topics, but were presented from different points of view by different lecturers. The

BEST COPY AVAILABLE

two lecturers on Puerto Rican Culture gave the participants the point of view of a native Puerto Rican and of a professor of Hispanic languages. When viewed together on video, the two views brought about a greater understanding of the problems of the Puerto Rican society in Bridgeport.

The participants felt that the lectures on Urban studies by Mr. Edward Keane of the Housatonic Community College was more "on target" than the one given by Mr. Robert Redman at the University of Bridgeport. Mr. Keane had taken the time and care to correlate the kind of facts participants wanted and needed in their attempt to understand the urban problems of the greater Bridgeport area. The lecturer at the University of Bridgeport fell short of the expectations of the group. As mentioned in the documentation for the session -- "the speaker,.....did not speak in specifics relating to Bridgeport...."

The lectures on Black culture were held at the Bridgeport Public Library. Participants attending both lectures felt both speakers were effective. The Rev. William O. Johnson and Dr. Eliot Strickland, gave pertinent information on the growth of the Black population in Bridgeport, and the problems faced by Blacks -- housing, employment, education, etc.

Most participants already had some idea of the problems of the Bridgeport community. Mini-courses focused a new light on these problems giving participants new knowledge and new questions. Members of the institute did not expect to have answers to these problems, but they are willing to work on finding solutions.

TOURS

The general consensus of participants is that DACRI has indeed accomplished the goal of Developing Awareness of Community Resources through our tours. The agencies selected were varied, and covered a wide spectrum of the help offered to citizens in Bridgeport. In spite of the fact that tours were well planned and coordinated, participants found full day tours from 9 a.m. until 5 p.m., to be very tiring. When half day tours were tried in the spring, from 1 p.m. until 5 p.m., participants retained more of the multitude of information presented. (see evaluation, p2 yellow pages, for facilities toured.)

BEST COPY AVAILABLE

As the tours progressed, knowledge of the many problems that a multi-faceted society brings to a city administration, and of the services needed to meet these problems, increased. Agency people were mostly cooperative answering questions, handing out printed material, and allowing participants a "behind the scenes" look at daily life in each agency. At a few agencies, participants felt like intruders facing a communication gap. Other agencies selected for touring were never toured because no mutually convenient time could be arranged.

The tours made participants aware of false conceptions about agency functions, and increased their knowledge of distribution of tax dollars and charity contributions. Participants found a few agencies duplicating services, while some areas of need were not being met at all. An example would be non-existence of a drug facility to serve area children under 16. Many participants recognized that agencies which primarily serve lower income people, lack the physical beauty found in facilities which serve the broader base of the community. All participants realized that there is much hidden from the general public, and that criteria for governmental funding is often an enigma.

COMMUNICATION BUILDING

SKILLS SESSIONS

The development of communication skills was felt by the participants of DACRI to be equally as important as developing awareness of our community resources. To establish a two-way communication network between the library and community agencies was stated as a goal; however, communication between staff and patrons, staff and administration, and staff members to each other was also felt to be necessary. To reach these objectives, several workshops with Tom Sargent were held.

The first session was held in September in the classroom of the main library. As has been mentioned, participants were divided into two groups. In this case, DACRI I attended a morning session, DACRI II an afternoon session. Tom Sargent talked about feelings and behavior patterns. He showed the group how to change their feelings to good ones, and how to recognize a parent-child relationship. Games of choice and role-playing took place. In December, the two groups met again to further their communication skills. Awareness of self, "I'm O.K., You're O.K." (transactional analysis), was stressed. Participants found communication sessions more difficult than

BEST COPY AVAILABLE

mini-courses or tour sessions. Consequently, they decided to forego a third communication workshop in favor of additional tours to community agencies. Participants, however, have been practicing communication skills learned in DACRI in their dealings with each other as well as with patrons. Some of the strongest feelings expressed about DACRI by those involved in it have been the improved relationships, the breaking down of barriers, that used to exist among staff members. To create an empathetic library service to our community is an objective that has been brought one step closer through DACRI.

VIDEO

The original proposal did not consider what an immense task video training of participants would be. Since video was an integral part of communication building, community awareness, and of learning to cope with media, it became immediately necessary to add an Institute staff member for video training and coordination. The U.S. Office of Education was notified, and as no answer was received, Janice Benoit-Fodero of the Bridgeport Staff was added to the DACRI staff.

She began her duties by selecting equipment. Both Sony and Panasonic models were examined. While Sony equipment is more popular, durable, tried and true, a decision was made to purchase the Panasonic brand on the basis of easier threading, lightweightness, and economy. It was a sensible decision. Women can lift it; there have been no major breakdowns.

All participants were invited to learn operation of VTR. There were 24 volunteers; 22 completed initial "hands - on" training which consisted of three, one hour sessions involving setting up and gaining familiarity with equipment components. Diplomas were issued to those completing three hour sessions. (See appendix)

After initial introductory instruction, participants were invited to attend sessions on advanced video techniques. Four sessions were given, with 19 DACRI members participating in one or more advanced sessions. Training was given by Norman Cohn, Director of the Cable Center in New Haven, Gene Trinx of Video Programs and Systems, and Howard Jacobson of the University of Bridgeport. Instruction covered filming techniques and application to Cable TV. A small

BEST COPY AVAILABLE

group also learned editing techniques as they put together the DACRI edited pilot tapes.

All of the various facets of DACRI were taped: Communication workshops, agency tours, and Mini-courses. Eventually DACRI I tapes were viewed by DACRI II and vice versa, thus giving everyone a total DACRI experience.

DACRI participants were also given opportunity to view tapes from Port Washington, Long Island, and Natrona County Library, Casper, Wyoming, documenting library video programs and projects. In addition, films were shown to participants. These included "Tell me where to turn" demonstrating a community referral service in action, "A Mini Day at the Library", "Urban Planning", and ABCD's locally produced film which explains their agency.

Video was also implemented into regular library service. Tapes were made of the Young Adult Alternative high school class book discussion group which meets at the library, of speaker Jo Polseno, showing pictures and reading from his book, of a town meeting on obscenity, of a senior citizen open house, and of a fourth grade library orientation visit.

Generally the grant raised the level of competance with hardware, and generated positive feelings towards non-book holdings and usage.

BEST COPY AVAILABLE

ABOVE AND BEYOND

Institute participants were required to complete five full days of Institute activity. This was usually fulfilled by attending mini-courses, tours and communication sessions. Optional opportunities included attendance at planning sessions, fall and spring Connecticut Library Association Conferences, video lectures, and editing sessions. In addition, eight DACRI members, worked with members of the Continuing Education Section of CIA, and of the New England Outreach Network of the New England Library Association, to plan and present a program on staff development which focused on DACRI, in Hartford. Also, three DACRI participants and the Project Director attended a micro-workshop sponsored by the Leadership Training Institute which was a similarly funded project titled "Nebraska Empathetic Library Services Institute". The interest shown in optional attendance was high. Eighteen participants attended more than five full days of Institute, and of these, thirteen completed seven or more full days.

BEST COPY AVAILABLE

PARTICIPANT SUMMARY

Most participants in the Institute agree that participation was the most profound experience of our careers in the Bridgeport Public Library. The staff members submitting applications indicated interest in planning the Institute and felt a need to establish a two-way communications network with the community agencies in the greater Bridgeport area.

The communications skills sessions with change agent, Tom Sargent, were quite an experience! Although some of the members were puzzled by Mr. Sargent's method, we all benefitted and increased our communicative and listening skills.

For most participants, the significant component of the Institute was the touring of agencies. Due to teamwork and planning, tours were well run and resulted in a great deal of information. Most of the agencies were more than accomodating. The agencies are now more aware of the Bridgeport Public Library as a community resource.

The Video-Tape sessions were great fun as well as a learning experience. Many Institute members participated in this voluntary phase of our project.

The mini-courses were informative. We found great differences in speakers as to content and style. Many members also enjoyed and gained knowledge during the 'rap-sessions' which followed these often controversial lectures.

A most unique happening of the Institute is the togetherness developed among the members. Department barriers were broken as were additional barriers previously present in staff-to-staff dealings. DACRI did what the administration had tried to do. It established meaningful communications. This togetherness and communications was the strength of DACRI. Working as a unit no major weakness developed.

Some staff members felt the administration was not showing enough interest in the activities of DACRI. The administration explained that "they were most interested but pressing activities and problems of the Library vie for their attention. If needed they were available." Since the Institute was conducted during regular working

BEST COPY AVAILABLE

hours, we certainly did have the administrational backing necessary for a project of this scope. The publicity for the Institute was not to the extent some members would have wished. Except for the agencies in contact with DACRI, our own community had little knowledge of the program. Known throughout the state in library circles however, DACRI members have been invited as participants and resource persons in Connecticut Library Association projects. Four DACRI members were invited and attended another project in Columbus, Nebraska. Many hidden talents surfaced as a result of our participation. Articulate public speakers, proficient video-tape equipment operators and literary documentors now number the staff of the Bridgeport Public Library.

Elizabeth Long, our untiring project director and her staff are to be commended for setting the project in motion. Our goals have been reached. Our enthusiasm continues. In action at this time are groups planning ways and means of continuing the program, use of the video equipment and continuing education in some form for all members of the Library staff.

Rosetta Edwards
Doris Haedele
Cecil Smith

(with input from other participants)

BEST COPY AVAILABLE

PROJECT DIRECTOR'S SUMMARY

The project was a successful one which is expected to have ongoing impact in Bridgeport through a newly formed staff continuing education committee, a Human Resources Network, and video outreach projects. Unique in its multi-faceted learning approach, the Institute upgraded library communication skills and channels, developed staff community awareness, presented "hands-on" video techniques, enlarged staff empathy towards minorities, and reshaped staff service attitudes. The project incorporated participatory ongoing planning by staff and participants with continuous evaluation and modification.

The overall project conception was realistic in its original goals, projected participation, budget and calendar. The Institute can serve as a model for staff training in various size libraries where there is a desire for improved patron-staff, and staff-staff communications and networking channels, staff or administrative interest in a continuing education program, and a need for library involvement in the community. Librarians could select the component which best fits the specific goal needing attention in their library, or choose several components for a broader range of needs in staff development. If staff interest and motivation in training were high,, cost would only involve a materials and speaker budget. If staff interest and motivation in training is low, a stipend is suggested in order to motivate participation.

The key ingredient of success in the "Developing Awareness of Community Resources" Institute was participant control over decision making. Participants changed and rearranged objectives and activities in response to their "need to know." This generated a high degree of involvement on the part of participants, and the feeling that the Institute was their Institute.

For participants, the high point of the Institute varied. Frequently it was a tour - there was excitement in the trip to resource agencies. The learning and the socializing all heightened the experience. Participants felt pride in seeing agencies with special services, and despair at seeing some of the agency service duplications.

It is interesting to note that those participants who shared DACRI in Hartford, or Nebraska, regard that sharing as their headiest experience of the Institute. Each suddenly discovered that he/she was somebody, articulate, knowledgeable, involved, worthy of self and others' respect. Their communication skills had jelled, and were consciously applied. Each wondered though, "why one had to go away to discover self worth?"

BEST COPY AVAILABLE

Several participants discovered video and that became their personal highlight. When the mechanics of this new media had been mastered, active video-freaks emerged who realized video potential, and had a desire for more knowledge about techniques, planning, production editing, and special effects.

The Project Director found satisfaction in watching the participants effect modifications in planning. A tour was added, some mini-courses were deleted, a slide program was started which would tell agencies about the library.

The Project Director found pleasure in listening to anecdotes told to her by participants which showed that they were using what they learned. For example: A woman phoned the library long distance to try to trace the whereabouts of her brother who was missing. When City Directories and Phone Directories gave no clues, and the staff member discovered that the brother had occasional bouts with alcoholism, she suggested that the brother might be in temporary treatment at the Mental Health Center. A short while later, the woman phoned to say "Thanks". The hunch had been correct and she had a legacy to tell him about.

The Project Director also enjoyed seeing participants begin to take responsibility for contributing, leading, encouraging and observing during group sessions. The Institute was confidence generating for staff and for participants.

Problems were kept to a minimum through ongoing modification of planning. The Project Director felt she did not satisfactorily resolve the disparity between administrative expectations for the Institute, which appeared to expect each participant to become a "change agent" who would eventually effect change in those who had not participated, and participant expectations which involved learning and having new (and old) capabilities recognized, rewarded, used, and regarded as indispensible. Institutes probably need confrontations of expectations throughout their time span, just as evaluation was built throughout.

The problem which was hardest for all staff (participants, non-participants, administration and project staff) was coping with vacancies occuring in departments during DACRI activities. In some cases, non-participants considered their extra work load an imposition, and subjected participants to a good bit of verbal flak about their interest and participation. At any rate, non-participants were saddled with extra work, but the fact that they covered desks and schedules as required, contributed to the success of the program. It

BEST COPY AVAILABLE

is interesting to note that some non-participants are now requesting to attend more Library Association or Staff Association meetings, feeling that they waited for DACRI to be over, and that "now it is their turn." Other non-participants are "glad it's over and they can get back to normal."

It is hoped that Institute impact and communication growth will be long lasting, and that things will not return to "normal". Capabilities have heightened, participants service outlook has been broadened, and interest in continuing education and using newly discovered capabilities is high. If the administration and staff would work as hard next year towards improving administration-staff communication patterns as the DACRI participants worked on staff-staff and staff-patron communication this year, and if the administration and the participants plan and provide better library service on the results achieved this year, the impact will be lasting.

Continuation plans arising from DACRI are taking two directions.

By early spring, it was apparent that one project DACRI members would be recommending would be that the library provide more community information service for its patrons. In addition, agency people from United Way and the new city department Human Resources Development, were asking the library for human resource information to use in long range planning.

When the State Library announced that proposals could be submitted for recently released Federally appropriated, impounded funds, from fiscal year 1973, it was obvious that a proposal should be submitted while help was available on a matching basis. Since Library Services and Construction Act Guidelines allow funds to be used in extension and improvement of public library services which are inadequate, the proposal was a natural one. The planning committee agreed that the first logical step in meeting community information needs was to give in-depth services to agencies.

A project application was made for a Human Resources Information Network to coordinate, improve, preserve and make available the collections of information on human resources that exist in the Bridgeport Metropolitan Area. Activities of operation were to include:

Arranging for community access to information collections.
Producing and distributing a directory of human resources.

BEST COPY AVAILABLE

Providing professional assistance to agencies in organizing information collections.
Encouraging development of information collections where necessary in agencies that lack them.

Announcement of project funding was received in July. The plan of operation is still evolving under the direction of the conceiver and Project Director Denis Lorenz, Assistant Librarian at Bridgeport. If the Network can distribute human resource information to agencies who in turn better the human conditions of people in Bridgeport, the DACRI impact will be long lasting.

As DACRI entered the evaluation stage, there was general agreement by participants on a second kind of DACRI continuation focus. They wanted to continue learning about topics which affect our daily operation. They were interested in seeing other libraries, and in being exposed to a wide variety of viewpoints about library service. In addition, they hoped to continue the comraderie and communication which they found in getting together and exchanging and discussing ideas during DACRI. A task force formed to plan a realistic format for ongoing continuing education within the library

Concern centered on designing a new format unrelated to DACRI and of interest to all Bridgeport staff. Recruitment of non-DACRI staff for task force planning was productive and so plans for the future were conceived by DACRI and non-DACRI people. Discussion and decisions were on topics of content, coordination, and budget.

It was decided that a flexible format requiring no coordinator would provide varied continuing education opportunities without burdening any one person. There will be a continuing education section to the Staff Association. This section will poll staff for suggestions for speakers, agency and library tours. Different people will plan and coordinate different continuing education offerings every few months. Personal interest will be the motivation for each planner to develop a worthwhile session. Staff skills in program planning will be enhanced and the planning workload will be spread under this arrangement.

The first program will take place in October on the subject "Views on Continuing Education for Staff of the Bridgeport Public Library System." Panelists have been invited who will represent administrative, professional, para-professional, and library board viewpoints. The program will be given morning and afternoon to allow every staff member to attend.

BEST COPY AVAILABLE

The Future Ongoing Task Force has also approached the administration with a budget request of $500.00 for the 1974-75 fiscal year to provide a payment for future speakers from outside the system, and transportation for staff tours of agencies or libraries. It is hoped that a budget can be granted which will give impetus to the newly voiced desire of staff for continuing education.

This summary would not be complete without recommendations from the Project Director. Recommendations are made from feelings and observations that the future directions already being pursued are logical ones to follow.

Continuing education recommendations include:

Provide a substitute or floating staff member who would be scheduled anywhere that activities, meeting attendance, agency visits, or videotaping made scheduling tight.

Budget a special amount for speakers, mini-courses, and other continuing education pursuits. Monetary consideration and staff education makes staff feel cared for as well as making them more competant.

Potential lecturers for mini-courses should be sounded out carefully before being asked to speak. Possibly a staff member could attend a class or speech given by the person before inviting him. Suggested speakers are not always appropriate. Additionally, careful orientation and explanation of the topic to be presented (lecture contract) is necessary if a lecturer is being paid and staff are investing time in listening. The goal is, of course, avoiding "off Target" speakers.

Visit more libraries. The State Library, the Law Library, the Medical Libraries, libraries in the surrounding towns of Fairfield, Stratford, and Trumbull - all libraries where residents use the Bridgeport Library under Connecticard. Knowledge of procedures, holdings, collections, can be a valuable addition to our everyday service. All staff should be able to refer a patron to the proper library with ease.

Publicize conferences, workshops, and schedule staff to attend so that they become aware of library trends. Change will not appear as threatening as it has been in the past if staff see advance trends which indicate change.

BEST COPY AVAILABLE

Continue posting of articles about agencies or library ideas on the bulletin board. Perhaps a different person could be in charge of clipping articles for the board every month.

Begin a Professional Book-of-the-Month spotlight review. New ideas are few in a library where Civil Service keeps the majority of staff on the payroll until retirement. The professional collection is a good one, but relatively unused. A spoken review on the P.A. system, a routing sheet with book and review, any number of things could be done to call attention to books with implications for urban service.

In addition, consideration should be given to moving the professional collection to a spot that is more accessible to staff. Perhaps the classroom or the staff room would be appropriate.

The continuing education section of the Staff Association should consider keeping the documentation form (see form and sample in the appendix) as a communication tool, instead of switching to notes. Process observation is helpful for providing perspective on what is happening.

A staff person could be appointed who would not only tell new people about the Staff Association and ask them to join, but also would encourage them to support the activities of the continuing education section of the Staff Association.

Reinforcement of communication skills are still needed. People who were not in DACRI could use the training. People who were in DACRI need more sessions to keep the importance of such skills foremost in their minds. Since different personalities react positively to different leaders, it is suggested that several communication sessions be given in series by a psychologist, a behaviorist, and a sociologist. The Center for Continuing Education in Westport can recommend experts in this field.

Video-tapes for departmental training of pages should be made and combined with a practical test. Staff time now devoted to training could be cut drastically by use of video. Considering the high rate of page turnover because of changes in poverty programs etc., this might provide some of the extra time needed for the above suggestions.

BEST COPY AVAILABLE

Community information suggestions include:

For a low cost supplement to the Human Resources Information Network, and a beginning second step for agency referral, it is recommended that each staff member volunteer to be a staff agency liason person for a specific agency. Staff members would keep abreast of changes at their agency, by being allowed time for phone chats with some one at the agency and for a semi-annual visit. A list of agencies would be available at each library desk. For a patron needing in-depth information staff would dial the appropriate staff-agency-liason and that person could tell the patron how to get help, or actually make the contact for her. This would

provide total staff participation and involvement.
force the library to become a part of the community.
perform a service at low cost.
keep agency material current.
create a pool of experts who are important and needed.

In addition, it is suggested that the library publish an agency information newsletter three times each year. It would be compiled by having each staff-agency-liason member submit a paragraph about current trends or happenings at his agency. The newsletter would keep staff and agencies informed about agency changes. It could evolve into a newsletter which would have significance for the total community. It might eventually serve as a vehicle which indicates weak points in service throughout the city.

Some kind of reward or recognition should be designed for a pat-on-the-back to staff members who discover a previously unidentified agency.

Portions of the Barnum festival, the Puerto Rican Parade, a confrontation of Mayor and Merchant demands, a strike etc., are all living history. Since there is no commercial TV station in Bridgeport, a short ten minute video segment of each event would be invaluable as a record.

Video-tapes of basic holdings and services of each department should be made. Staff have indicated a need to know more about our own library. In addition, tapes could be shown to patrons so they could find out

BEST COPY AVAILABLE

what the library really has to offer. For instance, a well planned and edited tape of the Business and Technology room could be shown at a factory cafeteria. In order to make the video tape program effective, editing and cartridge recording and viewing players should be ordered. These would allow patrons or staff to view locally produced video simply by inserting a cartridge into a viewing machine.

In final summary, the project director feels that:

The most unique features of this continuing education project were the variety of exposure to community resource people, service agencies, educational facilities, learning formats, and the multi-layers of skills offered in video, process observation self knowledge, people-to-people contact, moderating, speaking, and listening. As each participant received a chance for every experience, the effect was "capability surfacing". Add to these features the uniqueness of a training program offered solely for the staff of one library, and learning was bound to occur! It is important for it to continue.

BEST COPY AVAILABLE

OUTSIDE EVALUATION

of

"DEVELOPING AWARENESS OF COMMUNITY RESOURCES INSTITUTE"

by

VICTOR MUNIEC
BRENDA CIAFLIN

Outside Evaluation of DACRI
by Victor E. Muniec, Assistant Professor and Director of Conference and Workshop Planning, University of Bridgeport

BEST COPY AVAILABLE

BASIS FOR EVALUATION

This evaluator focused on that aspect of the DACRI project which involved tours of agencies; how agencies visited perceive what the Library is doing, whether it is effective and in what ways the Library can be of further service. Reaction was particularly sought on the potential for the Library staff to provide basic information about each of the individual agencies to Library visitors and to explore the possibility for the development of a community resource information center at the Library. Advantage was also taken of the opportunity to obtain suggestions of the agencies to what else the library can do to meet the needs of individual organizations and to review what the role of the Library is perceived to be. A questionnaire was developed and administered by telephone at the end of the DACRI project. Respondents were administrators who were involved in the tours and were knowledgeable about the goals and objectives of their agencies.

In addition, a general evaluation of the DACRI program was made based on the stated goals and objectives listed in the proposal.

This evaluator was able to attend two mini session courses and two evaluation sessions. However, careful attention was given to documentation reports prepared by DACRI documentors and to frequent informal conversations with DACRI participants at the Library to which the Evaluator is a regular visitor.

PROGRAM CONTENT, OPERATION, IMPLEMENTATION

The overall goal for the institute, as stated, is "to have each participant gain a working awareness of community resources and become a better, more communicative information contact in order to give more effective, relevant library service to the community."

Specific objectives which were designed to lead to the realization of the goal were threefold:

1. Participants would become familiar with the resources within the City of Bridgeport;

BEST COPY AVAILABLE

2. The education of participants would continue through introductory mini-courses on subjects pertinent to the needs of participants and the community being served;

3. Communication skills of participants would be enhanced through a series of sessions with a communications specialist.

FAMILIARIZATION WITH RESOURCES (First Objective)

It was determined in initial planning sessions that the best way to become familiar with those community resources selected for study was through group tours, wherein participants would experience first hand where the resources were, the exact nature of services performed and who was being served and under what conditions. With this knowledge, the participant would be in a better position to tell the individual seeking assistance through the Library which of the specific agencies or resources would be most apt to meet the individual's needs and the kind of services to be expected.

Twenty of the most significant community resources were selected for touring out of a list of more than 100 possible organizations or agencies suggested by participants. DACRI I and DACRI II were each selected to tour one-half of the agencies, record their visitations on video tape at the time of the tour or later, if more convenient, and then exchange information and reaction as well as view video tapes of the visitations. Teams of three participants were selected to research in advance each of the resources to be visited and to arrange for the actual tours. Visitations by DACRI I on October 23 included tours of the Adult Learning Center, the Rehabilitation Center, Model Cities, Action for Bridgeport Community Development, Concentrated Employment Headquarters, (an affiliate of ABCD), Humane Affairs Department and the International Institute. Visitations on November 1 by DACRI II included tours of the Greater Bridgeport Community Health Center, Regional Narcotics and Rehabilitation Center, Italian Community Center, Police Headquarters, Bridgeport City Hall and the Senior Citizens Drop-In Center.

The McDonald Isaac Service Center was visited by two individuals on January 28 and the tour placed on video tape for later viewing by both DACRI groups. On March 12, DACRI I visited Sacred Heart University Library, Goodwill Industries of Western Connecticut and the United Way of Southwestern Fairfield County. DACRI II on March 19 toured the Connecticut Employment Office, the State Employment Office and Juvenile Court.

BEST COPY AVAILABLE

The reaction of participants to the tours was excellent, and the visitations and the information received was regarded as one of the highlights of DACRI involvement. Comments of participants ranged from "opened new horizons," "better understand the needs of the City", and a recognition of "how agencies are fulfilling needs."

The reaction to individual agencies was mixed, however, with participants pleased with the efficiency and dedication of most of the agencies, while more critical of the apparent lack of direction and organization of a few of the resources.

Quite obviously, hurried tours which include three to seven visitations in one day are not the best way to gather in-depth information about individual resources in the community. Agencies tend also to "put their best foot forward" in brief tours. Understandably, however, it is difficult for the Library to release some 30 employees for the substantially longer periods of time more desirable for extended visitations to community resources. The Library is to be commended for its willingness to allow nearly one-third of its staff members to participate in the study program. The staff members not participating are equally to be commended for picking up the additional work assignments when DACRI participants were involved.

What has become obvious to the participants is that most of the agencies do not have readily available, easily understood information in printed form about services being provided. If this lack of information makes it difficult for DACRI participants to develop a clear understanding about the role and scope of some of the resources, then it must be more difficult for the poor, minority groups, foreign born and others whom the resources are designed to help to fully understand where to turn for assistance and the kind of service to expect.

On the basis of the evidence thus far, it has become apparent that the various community resources would benefit from assistance provided through participation by the Bridgeport Public Library as an information resource center.

The Library by acting as a resource center could further assist the community by assisting in the development of a standarized information brochure or booklet, which would make information on each of the community resources available in a coordinated way.

Utilization of video tape to record visitations proved to be very effective not only from the point of view of DACRI participants, but from that of the resource centers. Utilization of Video tape as a means to document individual resource centers and services available can be an effective communication tool, supplementing printed material or substituting for it.

BEST COPY AVAILABLE

EDUCATION OF PARTICIPANTS (Second Objective)

Because many of the staff members had received their training as much or more than 20 years ago and problems of an urban community make it difficult for an individual to have first hand knowledge of all of the resources available in the community, planning committee members recognized from the beginning the need to provide additional training for DACRI participants. The times have changed also as has the composition of inner-city residents. If a library is to change to meet the needs of contemporary society, then the continuing education of staff members becomes a concern and necessity.

To achieve the educational objective for DACRI participants, the planning committee decided upon the development of a series of mini-courses geared to some of the pressing inner-city problems. In addition, the DACRI director and her staff took advantage of a "Mini-Charette in Blueprint for Continuing Education for Libraries Throughout the Country" at the Wolcott Public Library on Nov. 16, 1973 and a micro-workshop in Nebraska to exchange ideas and concepts on programs and evaluation which would benefit the local DACRI program.

Mini-workshops on the local level were conducted on Spanish Speaking Culture, for DACRI I on October 2, 1973 at Housatonic Community College (Prof. Thomas Miranda, speaker) and on October 9, 1973 for DACRI II at the University of Bridgeport, (Prof. Leonard Bloom); Urban Planning on November 13, 1973 for DACRI I at the University of Bridgeport (Prof. Robert Redmann) and November 20, 1973 for DACRI II at Housatonic Community College (Prof. Edward Keane); and Black Culture, offered variously by the Rev. William O. Johnson, and the Rev. Eliot Strickland and special sessions were also provided on video taping by Dr. Howard B. Jacobson of the University of Bridgeport, Gene Trinx, and subsequently to DACRI participants by Beth Long, June Csoltko and Janice B. Fodero of the DACRI staff.

The mini session faculty were selected on the basis of staff recommendations and suggestions from outside sources. Not all of the participating faculty members lived up to expectations. The most informative, from the standpoint of DACRI participants, notably in the area of Black and Spanish Culture, were those individuals who had experienced what they were discussing, from the point of view that they themselves were either Black or Spanish and more intimately know the problems with which they are confronted. Subject matter presented by faculty members tended to be philosophical and general. In the limited amount of time available, focus on individual problems and concerns was not readily possible.

BEST COPY AVAILABLE

More careful selection of mini session faculty members will be necessary in future DACRI sessions. Specific direction in terms of areas to be covered will also be desirable.

The visits to libraries at the University of Bridgeport and Sacred Heart University as part of the Mini-session proved to be worthwhile. Interest in closer cooperation and a better understanding of the areas of responsibility to the students and to the community was expressed by Mr. Boone of the University of Bridgeport. The intent of the mini-courses was to bring DACRI staff up to date on some of the current community problems and hopefully, to encourage participants to take more courses either through area colleges and universities or from some other source. There have been expressions of interest in receiving more information through the mini-course format, and this is suggested as DACRI continues.

A recognition of the role of the library was offered by Prof. Edward Keane of Housatonic Community College who suggested that the Library "bring back" adult education, and discussion sessions also be scheduled to provide greater interaction.

By and large, the mini-sessions were a success. It is suggested that future topics go well beyond Black and Spanish Culture and Urban Planning into areas that are of concern to the lower and middle income wage earner. "The problems we all know about", one DACRI participant noted. "What we need are more and better solutions."

COMMUNICATION SKILLS OF PARTICIPANTS (Third Objective)

It was proposed in the planning process that an introduction to communication skills would enable the participants to understand better the informational needs and problems of the disadvantaged people being served. Secondarily, the communication skills would assist participants in developing a better understanding and relationships between staff members at the library."

The opportunity for staff members from various departments to work together towards a common goal and, as a result, to develop a better appreciation of the respective roles of staff members within the library was recognized early in the planning process. This view has been borne out in the process.

Tom Sargent, of Change Agents in Hartford, a professional communications specialist was retained for the project as a staff person and he also served as consultant. Mr. Sargent introduced several communications concepts into the meetings, and rap sessions which took place had an impact on the way in which participants interacted with their fellow staff members and with the people they serve.

BEST COPY AVAILABLE

Concepts introduced included the Observer-Consultant relationship which helps to bring about better understanding. Role playing was intended to sensitize staff members to the needs of the public, as well as to each other. The very fact that participants were encouraged to take part in the planning process strengthened cooperation and interest in the project.

Mr. Sargent recommended that participants approach the DACRI project with an "open mind." Participants were encouraged to understand that library service is changing and that the change may not always fit our own patterns of way of life. Therefore participants must be flexible as well as better informed if they are to serve the public effectively, he suggested. Patterns of reaction are generally established when we are youngsters, he said, and under stress, we tend to fall back on established patterns. The lesson, he indicated, is that understanding in advance how one may react to a given situation, it is possible to prepare yourself to adjust, or change our reaction to fall within acceptable patterns.

An effective technique also suggested by Mr. Sargent was often utilized by participants---that of "matching zeroes," or"putting your head in the other person's head." The technique was successfully used by participants not only in DACRI programs, but in participation in the Micro-Workshop in Nebraska--- and in the every day work of staff members in their relationship with others.

The retention of Mr. Sargent on a staff basis, his participation in planning, discussion and rap sessions, and utilization of the techniques he has suggested is considered by DACRI participants as one of the strengths of the project operations. The utilization by DACRI participants of techniques suggested by Mr. Sargent in their tours, mini sessions, and day to day responsibilities, bears this out.

The sense of shared participation in a worthwhile undertaking, the feeling that staff members can and should play an important role in determining the goals and objectives of the Library, as well as having a voice in determining expansion and improvement of services, should be regarded as one of the major achievements of the DACRI project. Continuation of the DACRI project in one form or another is important. Perhaps more important is the recommended continuation of the "process" involved in DACRI which can have a positive on-going impact on staff-administration relationships in the Library.

BEST COPY AVAILABLE

Results of Questionnaire Survey of
20 Agencies Visited by DACRI I and DACRI II teams
in the Course of the DACRI Program
Victor E. Muniec, Evaluator

In an effort to evaluate the effectiveness of the tours to the 20 community agencies selected for visitation by the DACRI participants, a questionnaire was developed and administered at the close of the program, in some instances several weeks after the tours had taken place. The questionnaire also offered an opportunity to gather additional information and views of the Library as held by the respondents. The questionnaire was administered by telephone. Respondents were chief administrators or key administrative personnel who had conducted the tours and were familiar with the DACRI program and its goals and objectives.

All of the agencies vividly recalled the tours by Library Staff. Each of the agency officials was impressed by what the Library was trying to do. Strong encouragement was made for the Library to become a community resource center. While some information about community resources is available through some agencies, there is no centrally located, centrally coordinated agency to which the general public can turn for basic information about sources available. United Way provides the most comprehensive information about the social service and health fields, and is considering the establishment of an information and referral center. This would not conflict with an information center which could be established at the Library. Some exploratory discussions between United Way and the Bridgeport Public Library have been initiated concerning the need in the community and how it can be resolved.

The tours in and of themselves generally were successful in providing basic information about agencies visited. In almost every instance, it was suggested that a better understanding could be obtained through a variety of techniques which would result in more information about the role of each agency and services available. The agencies themselves would also like to have more information about the Library and the services it provides. Expanded two-way communication is desirable.

BEST COPY AVAILABLE

A number of specific recommendations were made by individual agencies as to how the Bridgeport Public Library could provide additional services. Suggestions, in addition to service as an information center included the development of a Human Resources Center, better Film Library, training courses offered at or through the Library, more "outreach" involvement in the community and in the agencies, assistance in the development of a better "image" of the agencies, and encourage more minority people to take advantage of the resources available at or through the Library. The Bookmobile received high praise as the kind of service needed in the community. The Bridgeport Public Library itself is widely recognized as an outstanding library and this pride was clearly evident in responses received.

DACRI has more clearly defined some of the needs in the community, particularly of minority and under privileged groups as seen through the agencies created to meet some of the special needs of Bridgeport residents. There is an opportunity for the Library to further reach out into the community and take a more active role in these areas where the resources of the Library, its administration and staff can be of assistance. Responses to the questionnaire follow:

---

1. DO YOU THINK THE LIBRARY SHOULD BECOME A RESOURCE INFORMATION CENTER IN WHICH INFORMATION ABOUT EACH OF THE COMMUNITY'S RESOURCES AND SERVICES WOULD BE READILY AVAILABLE TO LIBRARY VISITORS?

Every one of the agencies polled supported the concept of library staff members becoming better informed about community resources and the services offered. More significantly, perhaps, every one of the agencies also strongly supported the concept of the Library becoming a resource information center.

While 50 percent of the agencies polled said that some information was being disseminated about their organization through one or more existing agencies, none felt that an information center as such existed. Only a few felt that those organizations which did offer information had a full knowledge and understanding of the work of their individual agencies.

The responses clearly suggest an expanding role for the Bridgeport Public Library within the community, as a source for current information about services and resources offered by the agencies and organizations established to aid the City's residents.

BEST COPY AVAILABLE

DOES ANY OTHER ORGANIZATION WHICH YOU KNOW OF PROVIDE THIS KIND OF INFORMATION?

The United Way was cited as the most knowledgeable of those agencies which provide information about health and social service organizations. The United Way is currently revising the mimeographed resource book which it publishes and updates regularly documenting health and social service agencies and basic information about services offered. The United Way is making preliminary plans to establish an information-referral center to be staffed with a social worker qualified to make referrals to appropriate health and social service organizations. Discussions are going on with Library administrators. A spokesman for the United Way felt that an information center at the Library would in no way compete or unnecessarily duplicate the information-referral servicies contemplated by United Way.

Other organizations which were reputed as offering some information and referrals included: Welfare Agency, ABCD, Information booth at City Hall, the schools, mental health center, Rehabilitation Center, Senior Citizen's Drop-In Center, Youth Bureau and the courts. Information was also listed as available in the newspapers from time to time.

IF YES, DO THE ORGANIZATIONS PROVIDING INFORMATION KNOW ENOUGH ABOUT YOUR SERVICES TO ACCURATELY REFLECT WHAT YOU ARE DOING?

In only four instances, 20 percent, did respondents feel that information provided or referral was made by agencies which knew enough about the services provided by the agency. In virtually all instances where information about individual agencies was given the information was offered by specialized agencies to specialized organizations where there was a direct interest and involvement in individuals served.

DO YOU THINK THAT THE TOUR OF YOUR ORGANIZATION PROVIDED LIBRARY STAFF MEMBERS WITH A BASIC UNDERSTANDING OF YOUR ORGANIZATION AND THE SERVICES IT PROVIDES?

The tours of the 20 agencies and organizations selected were regarded by 75 percent of the agencies polled as sufficient to provide a basic understanding of the scope and activities of individual agencies. Without exception, however, each agency suggested that it would be helpful if Library staff members take advantage of other opportunities to learn more about the activities of the individual agencies.

BEST COPY AVAILABLE

WHAT OTHER MEANS BESIDE THE TOUR WOULD YOU SUGGEST FOR THE LIBRARY STAFF TO LEARN MORE ABOUT YOUR ORGANIZATION AND THE SERVICES IT PERFORMS?

Additional information could be gained from visitations and in-depth discussions with the various departments within individual agencies, sitting in on some of their staff meetings, participating in programs offered, speaking to some of the individuals who have utilized services, and becoming better acquainted through the brochures and descriptive informational material which many of the agencies have developed, becoming familiar with legislation and reading the City Charter.

Where the Library could be helpful is to develop a standardized informational brochure which would carry a comprehensive description of the scope of operations of each agency, and the specific areas in which it can be helpful. The United Way's descriptive booklet is an example.

The video tapes made by the Library's DACRI teams, or planned, of each individual agency could also become an invaluable part in dissimulating information to the general public. Video tapes represent a visual introduction to an agency which may be much more comprehensible than written information for a substantial portion of the audience to be served.

Book lists identifying significant resource information for each of the agencies could also be a valuable resource for individual's seeking in-depth and background informati-

HAVE YOU UTILIZED THE SERVICES OF THE LIBRARY WITHIN THE PAST SIX MONTHS?

All of the responding agencies, with the exception of one, reported that use of the Library is being made. Most used the Library on a regular basis with key staff members gathering needed information to assist in the performance of their work. ABCD has made it a point to bring many of its youth groups to the Library to introduce the youngsters to use of the facilities and obtain Library cards. One of the agencies (Italian Community Center) is considering the possibility of hiring an archivist to gather materials on Italian Americans. Two of the agencies (Goodwill and the Mental Health Center) have small libraries of their own. Some direction has been given to the agencies by the Public Library in the past. A continuing relationship would be helpful.

The resources of the Bridgeport Public Library have proven invaluable to most of the agencies. A spokesman for Sacred Heart University Library stressed the importance which the educational institutions place on resources at the Bridgeport Public Library. In many instances, the educational institutions rely on the Public Library for resources which they cannot afford, or feel that it is not necessary to duplicate.

BEST COPY AVAILABLE

HOW WOULD YOU RATE THE BRIDGEPORT PUBLIC LIBRARY?

The Bridgeport Public Library impressively, was rated "very good' by 55 percent and "superior" by 45 percent.on a scale of poor, good, very good and superior. "People just don't realize how good a Library we have," said one respondent in reflecting the views of most respondents. Another commented that the planner for his agency who had come from the mid-west had not expected to find an outstanding Library in Bridgeport, and was very impressed with the calibre of the facility and its resources. Administrators of the Library and the City of Bridgeport as a whole should be pleased with the consistently high regard in which the Bridgeport Public Library is held. The high regard in which the Library and its services is held is based upon past performance. Greater involvement in community activities will require a continued high standard of performance.

WHAT ELSE CAN THE LIBARY DO TO MEET THE NEEDS OF YOUR ORGANIZATION?

"Continue what you are doing so well now and expand your activities through outreach programs , one respondent said in expressing the views of most other agencies. There is no doubt that the Bridgeport Public Library is regarded as an especially valuable community resource.

A well-informed staff, as developed through the BACRI program and its continuation will further enhance the constructive role of the Library in the community. The concept of an information center in the Library through which information on resources within the community would be available has received a strong endorsement. Somebody has to do it, one respondent said. The Library has the opportunity to meet the need.

Additional areas in which the Library should consider involvement were suggested as follows:

...develop a Human Resources Center where information on human resources, social service agencies, etc. would be readily available;

...gather information on pending and current legislation, especially from the State legislature. This information is difficult for the individual citizen to acquire;

...the Library staff can participate in "outreach" activities such as showing slides, films, or offering lectures, and reviews at the Adult Learning Center;

BEST COPY AVAILABLE

...develop a Film Library on human relations to be available for showing to community groups and organizations, schools, clubs, etc. (The Regional Narcotics Center contemplated setting up such a center but found the cost prohibitive for a single agency);

...offer regular training courses at the Library such as the economic development seminars offered last year;

...help to coordinate programs for youth, etc;

...encourage other public facilities to make it possible or easier for handicapped to enter buildings and use resources available.(The Library was one of the first);

...develop staff relationships with "loners" who frequently turn to the Library. Libraries get a lot of "alienated" people who seem to have difficulty in communication and do not know where to go for assistance. The Library staff could suggest agencies to go to for advice and assistance;

...help to develop a better image of agencies and organizations in the community. (ex. Goodwill does not feel that its programs are widely known or fully appreciated.);

...help the Concentrated Employment Program to develop a drafting program to be offered at CEP;

...help the Italian Community Center with its tentative plans to document Italian history in Bridgeport. An archivist is being considered;

...encourage more minority people to take advantage of resources available at the Library;

...utilize video tapes taken of community resources in proposed information center at the Library. Copies could be made available to the agencies themselves.

...visits by the Bookmobile to areas currently not on the schedule---and make longer, more frequent stops on the existing schedule.

The Library can not be all things to all people, but those activities suggested which are within the scope of its operations should be considered.

BEST COPY AVAILABLE

WOULD YOU LIKE THE BRIDGEPORT PUBLIC LIBRARY TO MAINTAIN AND MAKE AVAILABLE CURRENT INFORMATION ABOUT THE PROGRAMS YOU OFFER?

Everyone of the responding agencies emphasized the need and the desirability of current information being made available through a central source. The location of the Library, its basic function as an educational and resource center, its apparent interest in broadening its activities to better service the community would seem to make it a logical choice as a central information center.

WHAT DO YOU CONSIDER THE ROLE OF THE BRIDGEPORT PUBLIC LIBRARY TO BE?

Beyond the normal responsibilities of what obviously is regarded as an outstanding Public Library, it was felt that the Bridgeport Public Library and its staff can provide some of the leadership needed in the community.

The Library is beginning to reach people not reached before, and this is one of its major current achievements. The Library's emergence as a cultural as well as a resource center is becoming widely recognized in the area. The Bookmobile has far surpassed expectations and the demand for its services is growing.

Clearly, the high regard in which the Bridgeport Public Library is held presents an exciting opportunity...and a responsibility ...to exert a leadership role in the community.

The opportunity to serve as an information center has been strongly stressed in the response from participating community agencies.

The Bridgeport Public Library can become a central coordinating agency and play an important role in the revitalization of the City.

BEST COPY AVAILABLE

Outside Evaluation of DACRI
by Brenda H. Claflin
Connecticut State Library

- Attendance at planning and evaluation meetings July 17, 1973, October 27, 1973, May 31, 1974, June 12, 1974, as well as attendance/observation of DACRI I & II Institute sessions September 11, 1973, December 18, 1973, April 16, 1974.

- Observation of DACRI member presentations at Community Information Services Workshop, Wallingford, Connecticut, November 27, 1973, and New England Outreach Network - Connecticut Library Association combined meeting, February 27, 1974, Hartford, Connecticut.

- Questionnaires distributed October 24, 1973, and June 3, 1974.

- Post meeting reaction sheet distributed December 18, 1973.

- Studying documentation of all Institute-related sessions.

- Frequent informal meetings and phone calls with DACRI staff, DACRI project director, and Bridgeport Public Library staff and administration.

- -

Most of the benefits sought through a program of staff development are long term and the full impact will only be measurable over an extended period of time. However, there are a number of things which DACRI presented and accomplished which are already having some impact on this institution and which have implications for staff development programs in any number of library settings. Section A of this report is directed toward specific components designed to reach DACRI objectives. Sections B & C deal with the deliberately established atmosphere in which the DACRI participants were able to take full advantage of any and all aspects of this educational opportunity and to individualize their learning.

A. THE MAJOR PROCESS MODES WHICH WERE DESIGNED TO MEET INSTITUTE OBJECTIVES

1. Making Agency Contacts & Tours to Agencies

Making the tours and gaining first-hand information about agency resources and services were definitely a highlight for all involved. The June 1974 questionnaire results show that both interest in the community and learning more about it were the main reasons most participants stated they applied to the institute. It is also the area where most people have charted increased knowledge and where they see themselves giving more sensitive and informe service. It is an experience they would like to see continued. They see increased community awareness in terms of strengthened and perhaps expanded library services as well as in terms of their personal growth and understanding.

BEST COPY AVAILABLE

Logistics and a few minor problems with tours were improved with later tour segments. The tours proved to be a most realistic approach to these agencies. Most everything showed through--from bureaucratic bungling and inefficiency to concerned, relevant, thoughtful services. The on-site, in-person impressions were very strong--to quote one participant, "I began to feel more of a responsibility to perform my job with more open-mindedness. This came after meeting community agency people and observing their methods of job performance." Another noted a feeling expressed by many, "I feel so much prouder to be a resident of Bridgeport--there is so much going on in the community and the library is one of the institutions trying to lead the way." The tours will continue to strengthen the library's role and services, whether continued along the same lines or modified into a philosophy of more staff interaction and direct contact with agencies. In order to be most meaningful, some regular means of communication sharing (i.e., staff newsletter, regular informal staff update and discussion groups, etc.) should be planned in order that the interest and enthusiasm of working with each other and "exploring the community" can continue.

2. Mini-Courses

Throughout the institute, participants noted the value of the mini-courses. They learned more about particular cultural identities, strengths and needs, as well as the totality of Bridgeport's population, past and future.

Although there were a few "off target " presentations, the majority were excellent presentations which were highly relevant to Bridgeport and tended to be very solution and action oriented. Through this experience, participants made their own conclusions about academic versus community resources, etc.

Holding mini-courses on-site wherever possible has a number of fringe benefits. DACRI participants toured the libraries of three major universities and the awareness of these community institutional resources will undoubtedly strengthen their information and referral services to patrons. They also saw applications of library technology, including videotape, which are not found, as yet, in most, if any, Connecticut public libraries. Granted transportation is often a problem; however, the increased awareness of other libraries in the community is very important. A number of participants have suggested that branch libraries be included on tours or as host sites for a mini-course.

If this is to be a continuing aspect of DACRI or an on-going source of staff continuing education, the staff charged with the responsibility of contacting resources must be able to invest the necessary time to insure that the "best" resource is contacted and that the information needs of the library staff are fully understood. As this becomes a more normal activity and involvement for the library, the problems would be minimized.

BEST COPY AVAILABLE

3. Videotape - Training and Application

Video training was not a primary objective of DACRI, but it proved to be a most interesting component. As a source of documentation, as a communications tool, and as a new technology for the library, it stimulated participants in a variety of ways.

While not all participants had a chance to become involved with video because of scheduling problems, the videotape training and application were generally successful. The fact that over 25 staff people have had training and experience in video is in itself a major accomplishment which will have implications beyond DACRI. The experience of applying this communications medium--having to think about how you wanted to show an agency, conduct interviews, film a lecturer, seeing how you come across to others, etc., was a key factor in the total experience. As can be expected with any new technology, not all, but a number of participants are really enthused about the medium and are eager for the library to expand its resources and develop new programs applying video. Tapes have been used as a means of sharing information between DACRI I & II, within the library, with the library board, with librarians in the State and with the ELSI in Nebraska. As more tapes are made and editing continues, there will be more exposure and experience with the medium, including programs with the community.

Another indication of the importance of this phase of the program is a recent decision of the Bridgeport Public Library to request that the equipment purchased under the grant become the permanent property of the Library and the staff study submit recommendations for expanding video equipment holdings.

4. Communications Skills Sessions

Perhaps the least tangible or quantifiable part of the program was the communications skills session which were part of the DACRI design. It must be noted that a number of communications skills were introduced in DACRI experience (video, group discussion and maintenance functions, roles, etc.) and it is impossible to attribute individual development in this area to any separate part of the program. The four (4) Institute sessions which were presented by Tom Sargent dealt with communication skills of perception, change, trust, listening, values, clarification, etc. In addition, they served as a legitimate forum for discussing feelings and reactions to other aspects of the program, i.e., "What's that Director of such and such agency thinking when he hears the library is going to videotape him? or, "Can you imagine being in a situation where jail is a reward?" etc., and setting climates where opinion counts. These sessions, conducted by an outsider, (i.e., Mr. Sargent was the only member of the DACRI staff who was not from the library), also allowed the group to explore a number of questions about hierarchy, the administration's role, reaction patterns and interaction within the library.

BEST COPY AVAILABLE

On the whole, participants understood less of the objectives of the communication sessions and seemed to find them more threatening and less fun in comparison to other parts of the program. In the beginning, some saw no relevance at all. But as the institute progressed, things began to fall into place for the majority of the participants and they began to consciously apply the skills which had been introduced and discussed. Moreover, participants began to talk about feelings and reactions more openly--almost in the sense that they had suddenly learned a new vernacular of "matching zeros," "patterns," "leveling," etc., which became a means for them to enter into new relationships and understanding.

It is interesting to note the importance participants put on communication skills in the questionnaire (June 6th), turned in at the end of the institute. In their day-to-day work, as well as in their high priority for emphasis in outgrowth of DACRI, they see themselves as working with, relating to, and understanding fellow staff and patrons better. Furthermore, they are also able to identify specific areas of communications where they see problems and where they indicate an interest in learning more skills.

THE VARIETY OF FORMS AND METHODOLOGY OF ADULT LEARNING WHICH WERE APPLIE THROUGHOUT THE DACRI EXPERIENCE.

The DACRI experience contained an excellent mix of educational actitities ranging from one-to-one training (video) to small group activities (conta and investigation of agencies) to group activities (mini-courses, communi seminar, tours, etc.). Within each activity, individuals had the opportu to fill a variety of role and group maintenance functions--leader, moderat recorder, documentor, etc. Increasingly, participants will have the opportunity to share DACRI outside of the library. To date, nine differen staff members have had the opportunity to lead discussions and speak abo the DACRI learning experience to outside groups of librarians in (Hartfo Wallingford, and Omaha (Nebraska). All of these role responsibilities/ opportunities must be recognized as part of the training. As follow-up interests and task forces grow, these group functions will need to be watched and shared. Especially as non-DACRI participants become involved on staff committees which adopt this participatory structure, it will become increasingly important to share understanding of the function and responsibi

In addition, there was a wide range of opportunities designed to develo an attitude about learning as well as a perspective on one's work in the library. Individual participants were encouraged to select a number of options (sometimes this functioned as a make-up date) such as attending a professional association meeting, or a workshop, a public hearing on a library-related matter or any alternate DACRI session, or learning to edit videotape by doing and redoing!

Underlying the entire institute was the environment of openness and flexibil which was consciously set by the project staff. No DACRI meeting was closed. Documentation, announcements, and updates were distributed to all. Staff and participant designations were understood for reasons of function, not for authority or power, or control. The involvement of all participants in as many facets of program planning and modification as possible, created an

BEST COPY AVAILABLE

atmosphere which encouraged the fullest participation of all. Ideas and feedback from participants, observers, and staff was easily channeled so that changes could be made. Throughout the year many successful program additions/revisions were made. These revisions were both structural (i.e., giving participants more time to set up agency contacts, changing DACRI dates, etc.) as well as content oriented (adding new agencies to a tour, modifying session agendas to allow for videotape viewing, etc.).

Nothing beyond the minimum Federal Grant requirements was pushed onto participants. Within the basic framework, this program was their design. Most participants definitely felt they had a stake in DACRI and that their ability to provide input into planning, etc., made them all the more enthusiastic about the institute and the experience.

In this open setting, participants were also able to become involved in the on-going evaluation process. Not only were they encouraged to conduct their own self-evaluation, but they were given the opportunity to do the documentation for each session, to become involved with any of the evaluation sessions as well as to provide informal feedback at the end of each session and between DACRI sessions. The documentation itself was an open, reflective mode which became one means of sharing highlights with non-DACRI participants, the administration and board of trustees, etc. The format forces one to think about interaction, involvement, participation, etc., not merely a report of what happened.

THE BASIC PROJECT DESIGN OF WORKING WITH A LARGE SEGMENT OF A SINGLE LIBRARY STAFF RATHER THAN INDIVIDUALS FROM A NUMBER OF DIFFERENT LIBRARIES.

Too often training institutes are directed toward librarians from a variety of libraries and library situations. They work on action plans and learn personal development skills at a remote location and out of the context of their daily working environment. The participants tend to sense a great deal of frustration when the institute ends and there is no easy bridge to bring the skills or support for the action plan into the work situation.

DACRI involved a large cross-section of a single staff. They have gone through training together, they have identified talents, feelings, friendship, frustrations, and new working relations with their fellow staff members. Many feel they are beginning to establish new channels to the administration. They are designing action plans (future projects) together. Furthermore, DACRI was part of the work environment; it meant juggling daily schedules, covering various desks and departments and solving programs in the work environment.

Reactions in questionnaires and informal conversation with participants have continually pointed out the benefits of simply having been brought together. Branch staff have had the opportunity to meet and work with main library staff; staff of different departments have sat down and worked together in a fresh, new context, etc. This can't be dismissed as being too basic; this becomes highly significant in this particular library setting, if only because the participants mention it so often and give it such a priority in terms of total project significance.

BEST COPY AVAILABLE

Most Dacri participants recognize the need for sharing or providing similar opportunities for all the staff on some sort of on-going basis. They recognize the resentment their participation caused for staff left behind to cover, and in most cases they are conscious of the need to apply and share their skills and knowledge in any continuation or outgrowth. The Task Force on "Future Ongoings" will be planning for fullest staff involvement.

Although it is premature to speculate on the success of any on-going DACRI or follow-up activities, it is probably safe to assume that participants will feel less frustration, and at least find group support when it comes to developing or implementing special projects, or tasks in the library setting.

Another aspect of this all-under-one-roof feature, which may need further attention, is the continued feeling of many participants that the library administration wasn't supporting DACRI. This emerged in spite of the fact that the institute was held on work time, the library supported the project director's extra time and involvement, and the library administrators sat in on a portion of some sessions and wrote discussing their time restraints. Many DACRI participants felt frustrated over what they felt was administrative "non-involvement" and an inability of the administration to see their (the participants) excitement over their learning and involvement (some describe their first excitement over working). Undoubtedly much of this response is a result of years of conditioning coupled with all the patterns, perceptions and expectations of a hierarchy. It would have been most surprising if these patterns would have been replaced in just one year. Both staff and administration should work on understanding the perceptions and expectations which they have and develop methods of communicating which can minimize misunderstanding. Another institute might define and establish participation for the administration which would reduce some of the communication gap.

One thing that cannot be over stressed is the importance of the attitude and skills brought to the Institute by the project director. This is not mentioned with the intention of trying to discourage anyone else from trying something similar to DACRI, but rather to underline the specific skills which must be constantly applied in order to allow all participants the most meaningful experience. These leadership skills are ones any of us can develop and apply. Specifically, this means never loosing sight of the fact that this is a learning experience for everyone, including the project director, and never letting the overall goal become more important than any individual's involvement and enthusiasm. Within this framework the primary DACRI objectives have been met. Bridgeport Public Library was fortunate to have Elizabeth Long to set and stimulate this climate for learning.

As an outside evaluator for this project, I was in no way exempt from learning. My role was not passive, but rather one of interaction, listening, planning, and working with staff and participants. It was a most valuable and enjoyable experience for me, and I appreciate the opportunity to have been involved with DACRI.

BEST COPY AVAILABLE

DACRI I & II

COMPILATION OF RESPONSES FOR DACRI QUESTIONNAIRE

October 25, 1973

Total Responding - 20.

1. What were your expectations for this Institute?
(Breakdown of participant responses.)

7 - Agencies only.
9 - Agencies and service to patrons.
4 - Didn't know what to expect.

2. Has it thus far (check one of the following):

17- Achieved.
0 - Failed.
2 - Exceeded.
1 - No response.

Why (participant write in);

Learned a lot, gotten to know staff, continued contact with agency.
Staff more enthused and positive about library.

3a. What was the highlight so far?
best experience
(Breakdown of participant supplied responses.)

12- Tour.
2 - Mini-Courses.
5 - Video.
0 - Communications.
1 - Interest & Concern of staff.

3b. What is the low part so far?
most frustrating
(Breakdown of participant supplied responses.)

1 - Working with other participants.
1 - No transportation.
3 - Not enough time.
2 - Communication skills.
2 - Duplicity of Agency Services.
6 - Treatment by certain agencies.
1 - A specific mini-course.
1 - No answer.
3 - Getting release time and administration's cooperation.
1 - Frustration of not going on all tours.

BEST COPY AVAILABLE

COMPILATION OF RESPONSES FOR DACRI QUESTIONNAIRE Page 2

What could be changed to better meet your needs? (Note: Can be multiple responses.)

	OFFERED NO SUGGESTIONS	OFFERED SUGGESTIONS HOW TO CHANGE
Mini-Course	1	8
Tours	1	9
Communications	1	3
Video		4
No Response	8	

BEST COPY AVAILABLE

SYNOPSIS OF PARTICIPANT SUPPLIED

RESPONSES TO DACRI FINAL QUESTIONNAIRE

June 6, 1974

1. Did you attend DACRI? Yes (29)

2. What do you feel were the most significant things that happened during the experience?

* 18 - Staff got to know and work with each other in a new way.
15 - Tours to agencies (increased knowledge).
6 - Video.
4 - Discovering self-worth and personal growth.
4 - Communication skills.
2 - Mini-Courses.
2 - The co-op and eagerness of participants to make program a success.
1 - Better learning skills.
1 - The opportunity to demonstrate leadership.

3. What do you feel the most significant outgrowth or continuation of DACRI will be?

* 9 - More aware and sensitive service to Bridgeport residents.
7 - More communications skills.
7 - Continued staff awareness of city needs and resources.
5 - New recognition and value of staff continuing education.
4 - Better community relations.
4 - Better work atmosphere.
3 - Cooperation between staff and administration.
3 - Our "don't let a good thing die" attitude (i.e., expansion of projects).
2 - Continuation of better understanding of patron and staff problems.
1 - Developing the VTR.
1 - More aware of everything around you.
1 - Expand to include all staff.

4. How did DACRI effect your day to day work? If so, how; if not, why not?

* 10 - I am more patient with people and have better understanding of people and ways to help them.
5 - I relate better to people and work better with them.
3 - I am more informed when asked about community.
2 - Scheduling tough, but worth it.
2 - No change.
2 - More positive attitude toward my job.
1 - Often had to adjust schedule and take advantage of make-up sessions.
1 - Had to manage scheduling and coverage in a small office.

* Many gave multiple response so total can exceed 29.

BEST COPY AVAILABLE

DACRI QUESTIONNAIRE

Post Meeting Reaction Sheet
December 18, 1973

What do you feel was the theme of tod y's communication session?

	DACRI	DACRI II	TOTAL
Was able to describe at least in part	12	13	25
Was not able to describe any part	2	-	2

How do you feel today's DACRI sess on fits into the who e DACRI experience?

Was able to relate some part	9	1	20
Was not able to relate any part	5	2	7

To what extent does this type of session have impact outside of the DACRI program?

Was able to identify outside impact	11	11	22
Was not able to identify any outside impact	3	2	5

In what way will you be able to sha e some of today's DACRI experiences with other staf.?

Was able to identify some way		9	16
Was not able to identify any way	7	4	11

What would you like to have future communication sessions deal with?

Was able to identify further needs	9	10	19
Was not able to identify any further need	5	3	8

BEST COPY AVAILABLE

5. Do you feel the time was well spent? Please explain.

29 - Yes.
* 5 - Valuable educational experience.
2 - Personal growth.
1 - Staff is relaxed and articulate.
1 - Staff talents have been identified.
1 - Tours were most enlightening.
1 - Without DACRI, I would not have a knowledgeable or first-hand information about agencies visited or the stimulation to arouse my individual interest.
1 - We've got more atuned coping skills.
1 - Too much time spent evaluating.
1 - Some discussions sidetracked.
1 - Library became part of real world.
1 - Enlivened the staff who participated.
1 - Most meaningful involvement since I've worked here.

6. What was your major reason for participating (or not applying to participate) in DACRI?

* 20 - Interest in community and learning more about it.
4 - To work with staff.
3 - It promised to be interesting.
2 - It sounded exciting.
1 - To express myself to varying viewpoints and attitudes.
1 - Video equipment.
1 - To expand skills.
1 - I always want to be in on what's going on.
1 - "I wanted to become part of the Library family--I never felt like I was part of it."
1 - "As head of a public department, I felt I should participate. I didn't expect to get as much out of DACRI as I did."

7. Do you feel that DACRI accomplished its goals and objectives?

21 - Yes. 5 - Partly. 0 - No. 3 - No response.

Some comments:
4 - Exceeded goal I had expected.
2 - Certainly accomplished things not mentioned in the original goals.
2 - Still some lack of communication between staff and administration.
1 - Learned more about each other than the community in the long run.
1 - But let's not stop; keeping spirit alive is important.

8. Did the project affect your attitude about the Community? Describe.

19 - Yes. 2 - No. 8 - No answer.

Some comments:
16 - More understanding for what agencies and groups do (and don't do).
3 - Prouder of Bridgeport.

BEST COPY AVAILABLE

8. Con'td.

1 - Softened my attitudes.
1 - More aware of what people's real problems are.
1 - Not afraid to go into certain areas.
1 - I'm more sympathetic working with certain groups.

9. Self-rating of development:

	Videotape	Communications Skills	Community Resources In Bridgeport
Showed Gain	20	17	27
Showed No Gain	8	9	2
No Answer	1	3	

BEST COPY AVAILABLE

RECORD OF NON-PARTICIPANT RESPONSES TO DACRI

FINAL QUESTIONNAIRE

June 6, 1974

1. Did you attend DACRI? No - 23

2. What do you feel were the most significant things that happened during the experience?

2 - Staff awakening to community resources and a feeling of sharing and friendship by participants.
1 - Staff participation in planning and discussion.
20 - No response given.

3. What do you feel the most significant outgrowth or continuation of DACRI will be?

1 - Continued staff educational development.
2 - More knowledge of community to help patrons, more sympathy toward problems of others.
1 - Continue staff interest through seminars and allow staff more participation in decision-making process.
1 - Participation in planning and evaluation and new goals for library.
3 - Development of more skills in communication.
15 - No response given.

4. How did DACRI effect your day-to-day work? If so, how; if not, why not?

1 - Edited some reports and read them all.
3 - The staff not participating were overburdened when asked to cover.
19 - No response given.

5. Do you feel the time was well spent? Please explain?

3 - Yes. 0 - No. 20 - Did not answer.
1 - Real eye-opener for staff.

6. What was your major reason for participating (or not applying to participate) in DACRI?

2 - Don't work with public.
1 - Was not interested.
1 - Laziness.
5 - Was not employed at library at time.
1 - Didn't get application in on time.
4 - Someone had to stay in office.
1 - Already had strong community contacts.
2 - Had too much work.

BEST COPY AVAILABLE

7. Do you feel that DACRI accomplished its goals and objectives?

   6 - Yes. 0 - No. 17 - Did not answer.
   Best thing to happen in years. Something for rank and file.

8. Did the project affect your attitude about the Community? Describe.

   11 - Yes. 0 - No. 20 - Did not answer.

   1 - Brought me broader knowledge.

BEST COPY AVAILABLE

DEVELOPING AWARENESS OF COMMUNITY RESOURCES

Appendices

Sunday Post - June 16, 1974
library staff training institute ends
with picture
from Judy Muniec (333-8551 ext. 413)

BEST COPY AVAILABLE

Members of the Bridgeport Public Library staff concluded a year-long staff training institute, "Developing Awareness of Community Resources" known as DACRI, this past week. Funded by a $10,000 grant from the U.S. Office of Education, Department of Health and Welfare, the program involved 30 staff members as participants. Begun last September its aim was to make the staff more knowledgable about community resources, how they appear to the patron' eyes and to give better, more empathetic library service. The program was developed by Mrs. Elizabeth Long, head of the Popular Library, who serves as its director.

The sessions involved lectures and mini-courses conducted by community leaders and faculty members from the University of Bridgeport, Sacred Heart University and Housatonic Community College. Tours of 18 area agencies serving the public were also conducted. The Staff made a particular effort to understand the problems of minorities, the disadvantaged, the aged and youth.

Through the Institute the Library acquired videotape equipment which participants learned to use for taping of seminars and agency visits. It is felt that the video equipment can become an important tool, both for the staff and public.

Communications was a continuing theme throughout the institute and several sessions on skills were conducted by Tom Sargent of Change Agents, Hartford, Connecticut.

As an outgrowth of DACRI, a further grant enabled Mrs. Long and three participants, Rosetta Edwards, Doris Naedele and Ceil Smith, to attend the Nebraska Library Institute, Columbia, Neb., in April. They were able to participate in nearly a week of workshops and share in the evaluation

BEST COPY AVAILABLE

process of a project similar to DACRI.

The program has now moved into that final phase of evaluation, one that will be completed by July 1. A printed report will be available to involved agencies and will also serve as a model for other library institutes. The Bridgeport Public Library was the only city library in the country to be awarded the training grant. All others were received by State or large institutional libraries which serve regional areas. In this respect, Bridgeport's institute was unique and is expected to receive widespread interest.

Taking part in the institute were Bernadette Baldino, Harriette Brown, Rose Dryer, Claire Maiocco, Alrena Buttery, Ann Walsh, Ceil Smith, Gladys Croom, Barbara Strong, Phyllis Cummings, James Matheny, Kathleen Gleason, Mary-Ann Skopp, Sarah Philbrick, Jennie Hargrove, Rose Piazza, E.Paul Jones, Lois Weatherbee, Rosetta Edwards, Ruth MacCalla, Lillian Levine, Doris Naedele, Beatrice Kanner, Janet Toplansky, Carol Baker, Marian Ludwig, Grace Hubler, Marjory Harkins, Eleanor Lynch, David Palmquist, Ies Kozerowitz.

Serving as staff for the institute with Mrs. Long are June Csoltko, assistant director, Helen Tarasovich, secretary, Janice Benoit-Fodero, videotape supervisor and Mr. Sargent, communications. Evaluators are Brenda Claflin of the State Library and Victor Muniec, director of Conference and Workshop planning, University of Bridgeport. Staff, evaluators and participants are all contributing to the final report.

Informal ceremonies marked the conclusion of the DACRI group sessions when Mrs. Long was presented with an inscribed watch by institute participants and staff in a surprise move and flowers were also presented to the director and staff by Mrs. Naedele on behalf of the group. Rosetta Edwards was in charge of the arrangements.

Friday Post -- June 22

Library awarded federal grant

from Judy Muniec (333-8551 ext. 413)

BEST COPY AVAILABLE

The Bridgeport Public Library has received a staff training institute grant for $10,007 from the U.S. Office of Education, Department of Health, Education and Welfare, it was announced today by Douglas G. Reid, city librarian. The grant, the only one in the nation awarded to a city library, will be used for a special 13-month educational program, "Developing Awareness of Community Resources," in which 30 staff members will take part.

In accepting the grant, Leonard N. Mainiero, president of the library board of directors, remarked, "It is a particular honor for Bridgeport's program to have been selected for a grant when it is the only city library so chosen." He stated that the board felt the Institute would be of great value to the library staff and, through it, a great benefit to the city.

Awarded under Title II of the Higher Education Act of 1965, it is one of a limited number of grants made throughout the country for training in librarianship. This is the only such grant received in the state and all others in the country have gone to state or large institutional libraries to serve regional areas.

The concept of the program was developed by Mrs. Elizabeth T. Long, head of the popular library of Burroughs building, 925 Broad Street, who will serve as program director. The grant was written by Mrs. Long and Denis Lorenz, assistant librarian. Mrs. Long will attend a workshop to train program directors August 1,2 and 3 in Washington, D.C..

The Institute's purpose is to have each participant gain an in-depth knowledge of the resources of the Bridgeport area in order that he or she might be able to provide a more effective and relevant program of library service to the community.

Friday Post - August 3
Library training institute attended by local librarian
from Judy Muniec (333-8551 ext. 413)

BEST COPY AVAILABLE

Mrs. Elizabeth T. Long, head of the popular library of the Bridgeport Public Library, 925 Broad Street, is attending a three-day Leadership Training Institute in the Skyline Inn, Washington, D.C. The Institute is designed as a training program for those who will direct library in-service programs.

The Bridgeport Public Library was the recipient recently of a grant for $10,007 from the United States Office of Education, Department of Health, Education and Welfare. It will be used for a special 13-month educational program, "Developing Awareness of Community Resources," in which 30 library staff members will take part. The program was developed by Mrs. Long who is serving as its director. Bridgeport staff members are currently developing a series of activities, and study areas for the fall season.

The Library Training Institute, which is also funded under an HEW grant, is under the direction of Dr. Harold Goldstein of Florida State University. The Institute which began Wednesday and concludes today, includes specialized leadership training programs geared to evaluation and communication; sharing of information between institutes on problem solving techniques, strategies for effective communication and successful practices; worthwhile reporting on seminars and workshops where institute directors and faculties meet and technical assistance to on-going training institutes through site visits and consultations. Sessions were led by Dr. Goldstein, Barbara Conroy, director of the Outreach Leadership Network Institute, Dr. Ken Eye of the Ohio State Univeristy Evaluation Center.

Sunday Post - August 19
Library Staff Training Institute
from Judy Muniec (333-8551 ext. 413)

BEST COPY AVAILABLE

Thirty staff members of the Bridgeport Public library have been selected to take part in a 13-month staff training institute, "Developing Awareness of Community Resources."

The educational program is made possible through a grant for $10,007 from the United States Office of Education, Department of Health, Education and Welfare. The library is the only city library in the nation to have received a staff institute training grant.

Mrs. Elizabeth T. Long, head of the popular library in Burroughs building, project director, announces that participants represent a cross section of all departments and branches within the city system. Staff were chosen on this basis and how much they and their departments would benefit from a planned series of mini-courses and field trips to community facilities.

Taking part are Bernadette Baldino, Newfield branch; Harriette Brown, Rose Dryer and Claire Maiocco, popular library; Alrena Buttery, Ann Walsh and Ceil Smith, North Branch; Gladys Croom and Barbara Strong, Black Rock branch; Phyllis Cummings, James Matheny and Kathrin Koert, Fine Arts department; Kathleen Gleason, Mary-Ann Skopp and Sally Philbrick, Children's department; Jennie Hargrove and Rose Piazza, library office; E. Paul Jones, Lois Weatherbee, Rosetta Edwards and Ruth MacCalla, technology and business department; Lillian Levine, Doris Naedele and Beatrice Kanner, circulation; Janet Toplansky Carol Baker and Marian Ludwig, East Branch; Grace Hubler and Marjory Harkins, Reference and Information and Margaret Morris, Bishop (local history) room. Departments and rooms refer to those located within the Burroughs building; Alternates are Margaret Cholko, Newfield branch and Eleanor Lynch, North branch.

Serving as staff for the institute with Mrs. Long are June Csoltko of Black Rock branch, assistant director; Helen Tarasovich of community relations department, secretary; Tom Sargeant of Change Agents

BEST COPY AVAILABLE

and Janet Benoit Fodero of the popular library staff. Lecturers for the mini-courses will be drawn from faculty at the areas universities.

"The aim of the institute," Mrs. Long explained, "is to make the library more responsive to the needs of all our citizens by being fully aware of all community resources. Often the library is the place where people turn when they need help from a city government, public or private agency," she noted, adding that its information service is an important library function.

"By knowing the agencies and the problems with which they deal firsthand by refining our own communications skills, we hope to use our own and the community's resources more effectively," Mrs. Long stated.

The program, which is being planned by the participants and other staff members, will begin with orientation sessions September 11 and will get into full swing with tours of city agencies October 2 and 9 and the first mini-course lectures on October 23 and 30.

The sessions will continue monthly through April. The institute participants were announced at a planning session in the Burroughs building today. Other planning sessions are set for Tuesday and September 18.

APPLICATION FOR ADMISSION TO A TRAINING PROGRAM

BEST COPY AVAILABLE

The following information is required by the federal government from all persons participating in federally-funded Institutes for Training in Librarianship under Title II-B, Higher Education Act of 1965 (P.L. 89-329 as amended).

Developing Awareness of Community Resources
Bridgeport Public Library
925 Broad Street
Bridgeport, Connecticut

IMPORTANT
Type or print answers. Return to Beth Long, Project Director, Popular Library. By August 13, 1973.

FULL NAME _____
Last First Middle

HOME ADDRESS _____

HOME TELEPHONE _____ Social Security # _____

Sex: F M Married____ Single____ Widowed____ Divorced____

Age_____ U.S. Citizen Yes__ No____ Number Dependents_____

Employment Data

Library Department _____ Title of your position _____

Library Extension _____ Current Salary _____

Employment record during the last 5 years. (Present position first)

Date Name & Address of Employer Title

Education
School Date Degree

Have you previously attended a Title XI or Title II-B HEA Library Institute or other Federally supported training program? Yes____ No___ Specify if yes:

List programs, courses or workshops attended:

_____ _____

I certify that the above information is complete and accurate to the best of my knowledge.

_____ _____
Date Signature

BEST COPY AVAILABLE

DACRI QUESTIONNAIRE

What do you feel was the theme of today's communication session?

How do you feel today's DACRI session fits into the ole DACRI experience?

To what extent does this type of session have impact outside of the DACRI program?

In what way will you be able to share some of today's DACRI experiences with other staff?

What would you like to have future communication sessions deal with?

BEST COPY AVAILABLE

TO: All Bridgeport Public Library Staff

FROM: Brenda Claflin & Victor Muniec, DACRI Project evaluators

Please take a minute and fill out the following questionaire as an aid in our final evaluation of DACRI. Return questionaire by June 6 to:

Mrs. Jennie Hargrove
c/o Library Office
Bridgeport, Conn.

Thanks for your help.

1. Did you attend DACRI Yes ( ) no ( )

2. What do you feel were the most signiricant things that happened during the experience?

3. What do you feel the most significant outgrowth or continuation of DACRI will be?

4. How did DACRI effect your day to day work if so how, if not why not?

5. Do you feel the time was well spent. Please explain.

6. What was your major reason for participating (or not applying to participate) in DACRI?

7. Do you feel that DACRI accomplished its goals and objectives?

8. Did the project affect your attitude about the Community - describe.

9. Rate your knowledge of the following as of June 1973.

Videotape	( ) none ( ) average ( ) almost an expert	Communications skills	( ) none ( ) average ( ) above average	Community Resources in Bpt.	( ) none ( ) average ( ) above average

Rate your knowledge of the following as of June, 1974.

Videotape	( ) none ( ) average ( ) almost an expert	Communications skills	( ) none ( ) average ( ) above average	Community Resources in Bpt.	( ) none ( ) average ( ) above average

Use reverse side for additional comments..

DO NOT SIGN YOUR NAME
COMPLETE AND RETURN TO:
Beth Long
DACRI
Bridgeport Public Library

BEST COPY AVAILABLE

EVALUATION: Information completed on this form will enable the Institute to become more responsive to your needs.

What were your expectations for this Institute?

Has it thus far a. achieved / b. failed / c. exceeded these expectations? Why?

What is the highlight / best experience so far?

What is the low point / most frustrating thing so far?

What could be changed to make Institute components more responsive to your needs? How would you suggest doing it?

Components: mini-course
tours
communications skills
Video

Additional comments about anything??????????????????

Form developed by DACRI, participants, DACRI staff and evaluation team at Oct. 25, 1973 Evaluation meeting.

Questionnaire for Community Resources

Visited by DACRI Participants

BEST COPY AVAILABLE

Background

Representatives of the Bridgeport Public Library visited with you within the past few months to become better acquainted with your organization and the services you provide. The visit took place under the auspices of a grant designed to have library staff become more familiar within the resources available within the City so that Library staff members in turn could provide reasonably adequate information about your organization and other organizations to individuals seeking information through the Library.

Do you think that the Library should become a resource information center in which information about each of the community's resources and services would be readily available to Library visitors?

/ / Yes / / No

Does any other organization which you know of provide this kind of information? Yes / / No / /

Please list the organization (s) _____

_____

_____

If yes, do the organization/s providing information know enough about your services to reflect accurately what you are doing?

Yes / / No / /

Do you think the tour of your organization provided Library staff members with a basic understanding of your organization and the services it provides?_____

BEST COPY AVAILABLE

Too Little Time ☐ Not Enough Time ☐

What other means other than a tour would you suggest for the Library staff to learn more about your organization and the services it performs?_____

_____

_____

Have you utilized the services of the Library within the past six months? Yes ☐ No ☐

Once or twice ☐ Several Times ☐ Regularly ☐

How would you rate the Bridgeport Public Library?

Poor ☐ Good ☐ Very Good ☐ Superior ☐

What else can the Library do to meet the needs of your organization?

_____

_____

_____

Would you like to have the Library maintain and make available current information about the programs you offer Yes ☐ No ☐

What do you consider the role of the Bridgeport Public Library to be?_____

_____

_____

DACRI PARTICIPANTS

BEST COPY AVAILABLE

DACRI I

BERNADETTE BALDINO	LIBRARY ASS'T I NEWFIELD BRANCH	BRIDGEPORT
HARRIETTE BROWN	LIBRARIAN I POPULAR LIBRARY	BRIDGEPORT
ALRENA BUTTERY	LIBRARY ASS'T. I NORTH BRANCH	BRIDGEPORT
GLADYS CROOM	LIBRARY ASS'T. I BLACK ROCK BRANCH	BRIDGEPORT
PHYLLIS CUMMINGS	LIBRARY ASS'T. I FINE ARTS DEPT.	BRIDGEPORT
KATHLEEN GLEASON	LIBRARY ASS'T. II BOOKMOBILE	BRIDGEPORT
JENNIE HARGROVE	CLERK II LIBRARY OFFICE	BRIDGEPORT
MARJORY HARKINS	BRANCH LIBRARIAN REFERENCE & INFORMATION	BRIDGEPORT
E. PAUL JONES	LIBRARIAN IV TECHNOLOGY	MONROE
LES KOZEROWITZ	LIBRARIAN I BOOKMOBILE	NEW HAVEN
JAMES MATHENY, JR.	LIBRARIAN III FINE ARTS DEPT.	STRATFORD
DORIS NAEDELE	LIBRARY ASS'T. III CIRCULATION DEPT.	BRIDGEPORT
MARY-ANN SKOPP	LIBRARY ASS'T. II CHILDREN'S ROOM	BRIDGEPORT
JANET TOPLANSKY	LIBRARY ASS'T. I EAST BRANCH	BRIDGEPORT
ANN WALSH	LIBRARY ASS'T. I NORTH BRANCH	BRIDGEPORT
LOIS WEATHERBEE	LIBRARY ASS'T. II TECHNOLOGY	STRATFORD

BEST COPY AVAILABLE

DACRI PARTICIPANTS

DACRI II

CAROL BAKER	LIBRARY ASS'T. I NEWSPAPER ROOM	BRIDGEPORT
ROSE DRYER	LIBRARY ASS'T. I POPULAR LIBRARY	BRIDGEPORT
ROSETTA EDWARDS	LIBRARY ASS'T. I TECHNOLOGY	BRIDGEPORT
JULIA HILL	LIBRARY ASS'T. I CIRULATION DEPT.	BRIDGEPORT
GRACE HUBLER	LIBRARIAN II REFERENCE & INFORMATION	BRIDGEPORT
BEATRICE KANNER	LIBRARY ASS'T. II CIRCULATION DEPT.	BRIDGEPORT
MARIAN LUDWIG	LIBRARY ASS'T. II EAST BRANCH	BRIDGEPORT
ELEANOR LYNCH	BRANCH LIBRARIAN NORTH BRANCH	FAIRFIELD
RUTH MACCALLA	LIBRARY ASS'T. I TECHNOLOGY	BRIDGEPORT
CLAIRE MAIOCCO	LIBRARY ASS'T. II POPULAR LIBRARY	BRIDGEPORT
DAVID PALMQUIST	LIBRARIAN I FINE ARTS DEPT.	BRIDGEPORT
SARAH PHILBRICK	LIBRARIAN IV CHILDREN'S ROOM	DEVON
ROSE PIAZZA	TYPIST II LIBRARY OFFICE	BRIDGEPORT
CEIL SMITH	LIBRARY ASS'T. II NORTH BRANCH	BRIDGEPORT
BARBARA STRONG	LIBRARY ASS'T. II BISHOP ROOM	BRIDGEPORT

BEST COPY AVAILABLE

STAFF, EVALUATORS, AND LECTURERS

PROJECT DIRECTOR Elizabeth Long

Department Head, Popular Library, Bridgeport Public Library, Bridgeport, Conn.

MLS Carnegie Institute of Technology

Public Library experience in Bridgeport, Baltimore County, Martinsville, Virginia and Cuyahoga County, Ohio, as Department Head, Branch Librarian and Director. Thirteen years of experience in responsive community service, innovative programming, and media outreach. Active professional member of continuing education sections of CLA and NEIA.

DACRI - Conceived, coordinated, taught and administered the project. Initiated opportunities for participants to try out new skills and learnings. Edited video tapes.

ASSISTANT DIRECTOR June Csoltko

Branch librarian, Black Rock Branch, Bridgeport Public Library

Twenty-two years experience in the Bridgeport Library, including ten years as head of the Local History Room. Actively engaged in outreach to the local community.

DACRI - Arranged for transportation, meeting places, special equipment. Scheduled documentors and moderators. Kept role. Assisted in communications, teaching and planning.

VIDEO INSTRUCTOR Janice Benoit-Fodero

Community Relations Librarian, New Haven Public Library, New Haven, Connecticut. Formerly Film Librarian, Bridgeport Public Library, Bridgeport, Connecticut.

MLS Pratt Institute, MS in Education Southern Connecticut State College.

Organized collection building, programming and routing of films for Bridgeport Library. Teacher of social studies in Connecticut schools for five years.

BEST COPY AVAILABLE

DACRI - Taught video equipment procedures. Arranged for lecturers on video techniques. Requested films and video tapes for participant viewing. Assisted in planning and internal evaluation.

SECRETARY — Helen D. Tarasovich

Secretary, Community Relations, Bridgeport Public Library.

DACRI - Performed all typing of correspondence, forms, documentation, and final report. Duplicated documentation and reports and distributed to participants and mailing list.

FULL TIME INSTRUCTOR — Thomas O. Sargent

Director, Counseling and Consultant Services, Change Agents, Hartford, Connecticut.

Master Education University of Hartford, Master Divinity Yale University

Extensive experience in counseling and training of counselors. Organized teams of community people to provide support and help for released mental hospital patients as Field Chaplin in Montana. Conduct workshops on library communications in Connecticut and California.

DACRI - Advised on communications, speaker contracts, concept presentation. Taught communications. Participated in planning and evaluation. Supported ongoings.

EVALUATOR — Brenda Claflin

General Consultant, Connecticut State Library, Hartford, Connecticut.

MLS Berkeley University, California.

Varied responsibilities at the State Library have included service to prisons, outreach coordination for the state, initiating a state video lending service for libraries. Extensively involved in the activities of Target '76, she is also active in the Continuing Education section of CLA, and the Evaluation committee for the Continuing Education section of NEIA.

EVALUATOR — Victor E. Muniec

Assistant Professor, Director of Conference and Workshop Planning, University of Bridgeport.

BEST COPY AVAILABLE

MS Boston University

Involvement in planning and directing conferences and workshops, continuing education and study abroad programs. Respected community leader: Chairman, Bridgeport Conservation Commission; Chairman, Board of Supervisors Fairfield County Conservation District; vice chairman, Bridgeport Historical District Study Committee; member, Congress Plaza Planning Council.

LECTURERS

Spanish Speaking Culture — Tomas Zoilo Miranda Ortiz, Jr.

Director of Bilingual Education Program, Bridgeport School System, Bridgeport, Conn.

Spanish Speaking Culture — Leonard Bloom

Associate Professor, Hispanic Languages, University of Bridgeport.

Urban Problems — Robert Redman

Professor of Industrial Design, University of Bridgeport, Bridgeport, Connecticut.

Urban Problems — Edward Keane

Instructor in psychology, sociology, Housatonic Community College.

Black Culture in Bridgeport — Eliot Strickland

Director, Bridgeport Urban Coalition, Bridgeport, Connecticut
Minister, Bethel A M E Church, Bridgeport, Connecticut.

Black Culture in Bridgeport — William Johnson

Minister, 1st Baptist Church, Stratford, Connecticut
Director, Project C'n, Action for Bridgeport Community Development

BEST COPY AVAILABLE

Techniques of Video Taping

Norman Cohn

Director, Area Cooperative Educational Services (ACES)
North Haven, Connecticut.

Gene Trinx

Owner, Video Systems and Programs, Fairfield, Connecticut.

Howard Jacobson

Video Studio, University of Bridgeport, Bridgeport, Conn.

DEVELOPING AWARENESS OF COMMUNITY RESOURCES INSTITUTE I & II

TENTATIVE CALENDAR

BEST COPY AVAILABLE

WHEN	TIME	WHAT	WHERE	WHO
1973				
AUGUST				
*14 (Tues)	2-4 PM	PLANNING SESSION	CLASSROOM	----------
*21 (Tues)	2-4 PM	PLANNING SESSION	CLASSROOM	----------
SEPTEMBER				
11 (Tues)	9-12:30	ORIENTATION	CLASSROOM	DACRI I
	1-4:30	ORIENTATION	CLASSROOM	DACRI II
*18 (Tues)	2-4 PM	PLANNING SESSION	CLASSROOM	----------
OCTOBER				
2 (Tues)	9-5 PM	TOUR	BPT. AGENCIES	DACRI I
9 (Tues)	9-5 PM	TOUR	BPT. AGENCIES	DACRI II
23 (Tues)	1-5 PM	MINI-COURSE	COLLEGE ?	DACRI I
30 (Tues)	1-5 PM	MINI-COURSE	COLLEGE ?	DACRI II
ACTIVITIES WILL ALSO BE HELD ON THE FOLLOWING DATES...YOU WILL NOT ATTEND EACH DATE. SPECIFICS OF SCHEDULING WILL BE ANNOUNCED IN SEPTEMBER.....				
NOVEMBER				
1 (Thurs)	----	--------	--------	----------
13 (Tues)	----	--------	--------	----------
20 (Tues)	----	--------	--------	----------
DECEMBER				
4 (Tues)	----	--------	--------	----------
11 (Tues)	----	--------	--------	----------
13 (Thurs)	----	--------	--------	----------
1974				
JANUARY				
15 (Tues)	----	--------	--------	----------
22 (Tues)	----	--------	--------	----------
FEBRUARY				
26 (Tues)	9-12:30 PM	COMMUNICATION SKILLS	CLASSROOM	DACRI I
	1-4:30 PM	COMMUNICATION SKILLS	CLASSROOM	DACRI II
MARCH				
12 (Tues)	1-5 PM	MINI-COURSE	---------	DACRI I
19 (Tues)	1-5 PM	MINI-COURSE	---------	DACRI II
APRIL				
16 (Tues)	9-12:30	WIND UP, REVIEW & SELF EVALUATION	---------	DACRI I
	1-4:30	WIND UP, REVIEW & SELF EVALUATION	---------	DACRI II

PARTICIPANTS MUST ATTEND THE DATES DESIGNATED FOR THEIR GROUP IN ORDER TO FULFILL THE 5 FULL DAY REQUIREMENT.....
MAKE UP DATES CAN ONLY BE ARRANGED FOR SICKNESS.....
THE ADMINISTRATION WILL HELP ARRANGE COVERAGE WHERE SCHEDULING IS TOO TIGHT.....

*OPTIONAL ATTENDANCE

DEVELOPING AWARENESS OF COMMUNITY RESOURCES INSTITUTE I & II

BEST COPY AVAILABLE

CALENDAR

WHEN 1974	TIME	WHAT	WHERE	WHO
JANUARY 15 (Tues)	1 - 5 P.M.	BLACK CULTURE REV. JOHNSON	CLASSROOM	DACRI I
*JANUARY 17 (Thurs	9 - 12	VIDEO SKILLS NORMAN COHEN	CLASSROOM	SIGN UP
JANUARY 22 (Tues)	1 - 5	BLACK CULTURE ELIOT STRICKLAND	CLASSROOM	DACRI II
*JANUARY 23 (Wed)	2 - 3	PLANNING SESSION FOR VIDEO SKILLS DAYS WITH HOWARD JACOBSON	CLASSROOM	
*FEBRUARY 5 (Tues)	1 - 4	VIDEO SKILLS GENE TRINX	CLASSROOM	SIGN UP IF INTERESTED & UNABLE TO ATTEND Jan
FEBRUARY 14 (Thurs)	9 - 12	COMMUNICATION SKILLS REVIEWING OF DACRI II TAPES & RAP SESSION BETH LONG & JUNE CSOLTKO	CLASSROOM	DACRI I
	2 - 5	COMMUNICATION SKILLS VIEWING OF DACRI II TAPES & RAP SESSION BETH LONG & JANICE B. FODERO	CLASSROOM	DACRI II
*FEBRUARY 26 (Tues)	9 - 5	PARTICIPANT SHARING OF DACRI WITH NEON & CEC	HARTFORD	
*MARCH 5 (Tues)	2 - 4	DACRI I PLANNING SESSION	CLASSROOM	THOSE INTERESTED
MARCH 12 (Tues)	1 - 5	TOUR-PARTICIPANTS	CITY AGENCIES	DACRI I
MARCH 19 (Tues)	1 - 5	TOUR-PARTICIPANTS	CITY AGENCIES	DACRI II
* TO BE ANNOUNCED MARCH 5 OR 7 OR 26 OR 28?	9 - 5	ADV. SKILLS VIDEO WITH HOWARD JACOBSON	U.R.	SIGN UP IF INTERESTED
APRIL 16 (Tues)	9 - 12	REVIEW & EVALUATION PARTICIPANT MODERATOR TOM SARGEANT, RESOURCE	CLASSROOM	DACRI I
	2 - 5	REVIEW & EVALUATION PARTICIPANT MODERATOR TOM SARGEANT, RESOURCE	CLASSROOM	DACRI II
MAY 14 (Tues)	1 - 5	PLANNING & RECOMMENDING SESSION - PARTICIPANT MODERATORS	CLASSROOM	DACRI I
MAY 21 (Tues)	1 - 5	PLANNING & RECOMMENDING SESSION - PARTICIPANT MODERATORS	CLASSROOM	DACRI II
JUNE AS SCHEDULED		TASK FORCE MEETINGS ON VIDEO, EVALUATION & PROGRAM MODEL		ALL PARTICIPANTS

PARTICIPANT MUST ATTEND THE DATES DESIGNATED FOR THEIR GROUP IN ORDER TO FULFILL THE 5 FULL DAYS REQUIREMENT.....

MAKE UP DATES CAN ONLY BE ARRANGED FOR SICKNESS.....
THE ADMINISTRATION WILL HELP ARRANGE COVERAGE WHERE SCHEDULING IS TOO TIGHT.....
*OPTIONAL ATTENDANCE

DEVELOPING AWARENESS OF COMMUNITY RESOURCES
BRIDGEPORT PUBLIC LIBRARY
925 BROAD STREET
BRIDGEPORT, CONN.

BEST COPY AVAILABLE

DOCUMENTATION FORM--MEETINGS

This report is used for all Institute meetings--Planning Committee meetings, staff meetings, etc. As such, it represents the documentor's point of view.

This portion of the report may, in some cases, be used to report the meeting to those who attended, or to those invited but unable to attend meetings, Planning Committee meetings, etc.

TITLE: (What kind of meeting was it; e.g. Planning Committee meeting, staff meeting, etc.)

DATE AND LENGTH OF MEETING:

LOCATION:

CONVENOR: (Who "called" the meeting?)

DOCUMENTOR(S): (Who is writing this report?)

ATTENDING: (List who was there, as participant or observer. Attach list if one was printed for the meeting.)

ABSENT: (Who was invited but did not come.)

PURPOSE(S) OF MEETING: (Give reasons and intent as stated in the meeting, in preliminary material, or as generally understood by attendees. Attach letters or meeting notice if one was mailed out.)

MAIN ISSUES AND CONCERNS: (What did the meeting focus on? How were issues resolved? How did attendees interact on the various issues?)

DECISIONS MADE: (List the decisions made by the group or those announced to the group. Indicate how these decisions were arrived at.)

NEXT STEPS: (What needs to be done? Who will be responsible for what? By when?)

This portion is to be for staff team use only - as a means for comparing process perceptions about the meeting.

MAJOR PROBLEMS DURING MEETING: (What held up progress? What prevented decisions from being made? What were "hot" topics?)

DOCUMENTOR'S EVALUATION OF MEETING: (How did you preceive the meeting in terms of communications, participation, decision-making, problem-solving, and general group process observations? Include comments on informal gatherings prior to and following the convened meeting.)

EVALUATION OF MY PARTICIPATION: (Describe your preception of the things you did or didn't do during the meeting. How did your participation affect the meeting?)

This form is to be completed as soon as possible after the meeting, sent to the Popular Library where it will be reproduced and distributed to your staff team. The top portion of the report will be sent to meeting attendees with the knowledge and consent of the staff team. The entire report is available only to the staff team, the office, and the evaluation team.

Outreach Leadership Network (OLN) form
Revised for Bridgeport, Conn. 7/73

BEST COPY AVAILABLE

DEVELOPING AWARENESS
OF COMMUNITY RESOURCES
Bridgeport Public Library
925 Broad Street
Bridgeport, Conn. 06604

WORKSHOP SESSION DOCUMENTATION FORM

This report is used to describe OLN workshop programs.

Session: (day, time, locale)_____

Name of Documentator:_____

Who attended if other than a general session:_____

_____

Purpose of session: (intents of this session, e.g., a purpose of an opening session would include to establish a climate which fosters open discussion, to provide basic information needed by participants and staff to work together, etc.)

Methodology used: (what is the design of the session, and which staff members did what functions, e.g., Larry convened the group and numbered off for small groups of six, which were charged to address three questions...etc.)

Process Comments: (how did you perceive the session in terms of communication, participation, decision-making, etc.?)

Documentor's Evaluation: (how well were the purposes accomplished? Was the material presented clear and understood, what unfilled needs did you see?) Put on back of this sheet.

OLN Form
used at Bridgeport, Conn.
9/73

† DEVELOPING AWARENESS of COMMUNITY RESOURCES †
† BRIDGEPORT PUBLIC LIBRARY, 925 BROAD ST. † 1973 †

ELIZABETH LONG, project director
333-9551, Ext. 402

August 25, 1973

BEST COPY AVAILABLE

Dear

The goal of the library is to bring people and information together. A Library Training Institute, federally-funded, is currently being implemented to develop staff awareness of community resources and improve service to Bridgeport residents. As you are aware, Bridgeport is changing. To bring new information in all forms to urban residents, the library must match its services with the needs and interests of the community. It seems that learning about Bridgeport agencies is not only a good place to begin, but is a little like looking through the community keyhole to acquaint ourselves with the actual and potential library users.

Several Library Institute members would like to enter into a library-agency dialogue with you and/or members of your staff. Such a meeting would provide a unique opportunity for two-way learning experiences. Perhaps you could share with us an information profile of your agency, that is: background, facility, clientele, and service. We are most willing to talk about library resources and services.

As a follow-up, possibly you could permit 15 Library Institute members to tour your facility. If you are interested, a videotape record of the agency visit could be made by the library, allowing an ever larger public to become acquainted with your activities.

Sometime within the next week or so, a Library Institute member will be phoning you to request a convenient time for an initial meeting. We hope that you will help us in this mutually beneficial endeavor. If you have any question, please feel free to phone us.

Yours truly,
Elizabeth T. Long, Project Director
June K. Csoltko, Ass't Director
Janice Benoit-Fodero, Media Coordinator
Helen Tarasovich, Project Secretary

ETL:ht

BEST COPY AVAILABLE

DOCUMENTATION NOTES

TITLE: Government Grant
Institute for Training of Librarianship Under Title II-B of the Higher Education Act of 1965 as amended.
"Developing Awareness of Community Resources"

DATE: October 23
Agency Tour
9 - 5

DOCUMENTOR: Lois Weatherbee

ATTENDING:

Bernadette Baldino	June Csoltko	Doris Naedele
Alrena Buttery	Jennie Hargrove	Mary-Ann Skopp
Harriette Brown	Kathleen Gleason	Janet Toplansky
Gladys Croom	Beth Long	Ann Walsh
Phyllis Cummings	James Matheny	Lois Weatherbee

ABSENT: E. Paul Jones, Marge Harkins

PURPOSE OF MEETING: To tour five city agencies, try to determine their value, learn how they function, have meaningful dialogue with staff members, and discover how we may refer library patrons to the agency as there is need.

METHODOLOGY USED: We traveled to the agencies in a bus, were met by staff members and given a tour of varied components. There was time for dialogue with the director of the agency or another staff member. Crowded quarters made it awkward to video-tape in every agency at that time; this will be done at a later date by agency teams.

Our first stop was at the ADULT LEARNING CENTER on Stratford Avenue, Mr. Thomas O'Neill, director, described the functions of this day and evening school. The classes include basic education, High School Equivalency preparation in math and English, English as a second language, and typing. In the language lab he demonstrated the use of the Language Master Machine for fundamental functional English. The Center offers counseling services and cooperates in referral to all city agencies.

The Center was the first to institute a Spanish High School Equivalency examination in Spanish.

Mr. O'Neill would like to expand activities to an unused school building because lack of space so limits their present services. Originally funded through Model Cities, the Center is now more supported by the Board of Education. Soon it will be necessary to convince the Board that this is answering a priority need in adult self-improvement.

BEST COPY AVAILABLE

At the REHABILITATION CENTER, Mrs. Pat Brodersen, escorted us to the units which include an arthritic clinic, a toddlers' nursery, a pre-school clinic, a division for the correction of speech handicaps, occupational and physical therapy rooms, and the Pulmonary Unit which rehabilitates people with various breathing problems. We also visited an Activities for Daily Living section which included a kitchen, bedroom, and bathroom for practice in making the handicapped person self-sufficient.

Later Mr. McLaughlin, director, spoke to us in the Board room. We learned that because of increased adult therapy, the name was changed from the Crippled Childrens' Workshop to its present name. He talked about the importance of catching physical and mental defects in young children so that behavior patterns could be corrected early. The organization is funded 80% by Easter Seal support. There is, also, a fee set on a sliding basis for services rendered. There are 2 1/2 physicians and 29 thereapists employed. A tunnel connects with Bridgeport Hospital and several outreach programs are conducted away from the main building.

At lunch time we ate at MODEL CITIES and there we saw crafts which are taught at the Senior Citizens Drop-In Center. Mr. Jim Grantham, director, explained that Model Cities was funded federally for only five years. This area of Bridgeport was originally selected to become a model of what could be done to alleviate problems of poor education, health and housing deficiencies, and a high crime rate. An effective police program for Father Panik Village was devised here. It appears that many of the initial problems have diminished. As a result of the drought of federal funds, the only way these programs can continue will be through the judicial allocation of revenue sharing money.

Mrs. Sylvia Milberg and Mrs. Wanda Martinez joined our group and talked to us about ABCD as a whole and about the special activities at the East Side Headquarters. ABCD is the Bridgeport organization responsible for the attack against poverty and its side effects. Bridgeport has seven target city poverty areas.

We visited the CONCENTRATED EMPLOYMENT PROGRAMS headed by Mr. Andrew Allen. His secretary toured us through components of this agency furnishing classes in clerical subjects, electronics, 16 weeks of English as a second language, and food preparation. The student is tested to determine his greatest potentials. New Careers is part of the CEP programs; the enrollees combine study and work. About 5,000 have been made employable by these combined activities. It is necessary to turn in definite concrete results to the government in order to justify the programs.

BEST COPY AVAILABLE

THE HUMANE AFFAIRS DEPARTMENT of the city consists of the Dinan Memorial Center, Public Health Division, Air Pollution Office, and the Welfare Department. Most of our time was spent with Mr. Liscinsky, director of welfare. We visited processing rooms and social worker sections which were very crowded. Much to the surprise of some of us, we learned that welfare cases are usually carried by the city only until the time when the state can take over the case. Then the city is reimbursed by the state or federal government. Also, a welfare recipient, once he gets on his feet, is expected to repay the agency. However, limited staff prevents any profound investigation of the resources of former recipients.

THE INTERNATIONAL INSTITUTE did not appear to duplicate any service given by any other group. The director, Mrs. Jean Boudreau, spoke to us, inviting her two case workers, authorities on the U.S. Immigration laws, to join us. The agency was started in 1918 under the auspices of the YWCA. Today Bridgeport has 37% foreign population. The agency offers skills in interpretation, immigration advice, sponsors programs of an ethnic nature, and an annual international festival. It serves about 54 different nationalities with heavy emphasis on Jamaicans, Portuguese, Asians, and South Americans. Support comes from the United Fund and income from fees based upon ability to pay. The newest facet sponsors international travel for students during school vacations. The Institute encourages immediate study of English, referring the new comer to Board of Education classes. Mrs. Boudreau said their counseling services provide foreign born with an opportunity to contrast democracy with the limited freedom offered by many other countries.

PROCESS COMMENTS:

Most staff members felt that the day was especially revealing and they learned many new facts. It enabled some who had a concern about their tax dollars to observe how this money was being spent. For some, a previous false conception of an agency was corrected. For example, a few thought the International Institute was largely a social club; they found this to be incorrect. Several felt that we were not sufficiently able to close the communication gap with ABCD. Certainly we did not receive our promised coffee there!

BEST COPY AVAILABLE

BIBLIOGRAPHY

for

STAFF ROOM DACRI LIBRARY CONTENTS

Biddle, William W. Encouraging Community Development; a training guide for local workers. Holt. 1968.

Bundy, Mary Lee. "Urban Information and public libraries: a design for service." Library Journal. Jan. 15, 1972. p. 161.

Conroy, Barbara. Leadership for Change: a report of the Outreach Leadership Network. Durham, N.H. 1972.

Conroy, Barbara. Outreach Action Planning Kit. Outreach Leadership Network. Durham, N.H. 1972.

Crowley, Terence and Childers, Thomas. Information Service in Public Libraries. Scarecrow. 1971.

de Bono, Edward. Lateral thinking: creativity step by step. Harper, 1970.

Gaines, Ervin. "The Urban Library Dilemma." Library Journal. Nov. 1, 1969. p. 3966.

Lipsman, Claire. The Disadvantaged and Library Effectiveness. A.L.A. 1972.

Martin, Allie Beth. A Strategy for Public Library Change; proposed public library goals, feasibility study. A.L.A. 1972.

National Book Committee. Neighborhood Library Centers and Services. 2nd ed. 1967.

Myren, Dorothy, ed. Community Service: innovations in outreach at the Brooklyn Public Library. A.L.A. 1970.

Palmini, Cathleen. A Study of Urban Library Needs. Univ. Illinois. 1972.

Stone, Elizabeth W. ed., New Directions in Staff Development; a training guide for local workers. Holt 1968.

BEST COPY AVAILABLE

READINGS IN VTR

During the year, many books and periodicals were circulated among participants for learning more about VTR. A selection follows:

Anderson, Chuck. The Electric Journalist; an introduction to video. Praeger. N.Y. 1973.

Film Library Quarterly. "New Media Services: Cable TV & Video in the Public Library." Summer. 1972.

Mattingly, Grayson. Introducing the Single-Camera VTR System. Scribner's. N.Y. 1971.

National Cable TV Association. Cable Television & Education. NCTA. Washington, D.C. 1973.

Shamberg, Michael. Guerrilla Television. Holt. Rinehart & Wilson. N.Y. 1971.

Videofreex. Spaghetti City Video Handbook, guide to use, repair and maintenance. Praeger. N.Y. 1973.

Young, Jean. Woodstock Craftsman's Manuel. Praeger. N.Y. 1972.

Zelmer, A.C. Lynn. Community Media Handbook. Scarecrow. N.Y. 1973.

BEST COPY AVAILABLE

VTR INSTRUCTIONS

TWO VERY IMPORTANT RULES

1. Always turn off recorder power switch when loading or removing tape to prevent damage to recording head.

2. Always keep lens cap on when camera not in use and never aim camera at sun or extremely bright light to prevent damage to videcon tube.

****

SETTING UP

1. Plug AC adaptor into wall outlet.
2. Plug pronged adaptor cable into recorder side, DC in receptacle. Match key indentation to DC indentation.
3. Turn on adaptor power switch.
4. Thread recorder, following diagram on machine.
   a. check number on tape counter.
   b. turn on recorder power switch.
   c. depress play button until tape counter goes forward about 20 digits.
   d. turn off recorder power switch.
5. Plug auxiliary microphone into recorder front; be sure mic switch is off.
6. Plug pronged camera cable into recorder side, camera.
   a. key indentation on jack should be on top.
   b. screw plug ring tight.
   c. put switch under plug on "camera" middle position.
7. Unscrew camera lens cap and zoom lens cap; store in lens holder. Push-on camera lens cap should remain on.
8. Screw lens on camera; be certain plastic ring is around lens opening.

VIDEOTAPING

1. Turn on recorder power switch.
2. Turn on auxiliary microphone power switch.
3. Depress record and play buttons simultaneously on recorder.
4. Remove push-on camera lens cap; do not aim at sun or bright light.
   a. adjust (iris) lens opening for contrast.
   b. adjust focus to film action area.
5. Depress trigger on camera grip to start filming, then release. Red light in eye piece is on when filming.
6. To stop filming, depress trigger on camera grip.
7. When all shooting is complete, depress stop button on recorder.
8. Turn off auxiliary microphone.

BEST COPY AVAILABLE

PLAYBACK

1. Replace push-on lens cap on camera.
2. Rest camera on legs.
3. Depress rewind button and rewind, watching tape counter and depressing stop button when counter reaches 20 or appropriate starting digit.
4. Plug earphone into recorder front.
5. Lift viewfinder eye cap on camera.
6. Depress play button on recorder.
7. When playback is complete, depress stop button on recorder.

DISASSEMBLING

1. Turn off recorder power switch.
2. Turn off AC adaptor power switch.
3. Unplug auxiliary mic and earphone from recorder and put away.
4. Remove camera jack from recorder.
5. Unscrew lens from camera. Screw lens caps on both camera and lens and put away.
6. Unplug adaptor jack from recorder and wall outlet and put away.
7. Snap recorder lid down.

MONITOR PLAYBACK

1. Plug six-holed square gray plug into monitor back.
   a. match holes on plug to prongs on TV outlet.
   b. plug other end into wall outlet.
2. Snap eight-pronged square black plug into monitor back, VTR.
   a. put switch beside VTR plug on VTR.
   b. unscrew and unplug camera plug from recorder side.
   c. plug pronged VTR cable into recorder side, TV; screw plug ring tight.
   d. put switch under plug on "TV" left position.
3. Open front panel on monitor
4. Turn on TV volume.
   a. check to see adaptor power is on.
   b. check to see that tape is threaded correctly and is on appropriate starting number.
   c. Turn on recorder power.
5. Depress play button on recorder.
6. Adjust monitor picture, vertical, horizontal, brightness, contrast knobs.

DISASSEMBLING MONITOR

1. Depress stop button on recorder .
2. Turn off TV volume.
3. Turn off recorder power switch.
4. Remove TV jack from recorder.
5. Depress serrated tabs on VTR plug and unplug from monitor.
6. Unplug gray plug from monitor and wall outlet.
7. Put monitor and plugs into box and put away.

JBF:ht
8/17/73

TO:

BEST COPY AVAILABLE

FROM: Janice Benoit Fodero

RE: Techniques of video-taping
January 17, 1974 Meeting
Norman Cohn, Area Cooperative Educational Services (ACES)
North Haven, Conn.

I. PLANNING
- A. Decide who will tape and who will assist
- B. Become familiar with taping location(s)
- C. Decide on home base of operation-where to set up equipment
  1. put recorder, adaptor under table out of view and out of path of traffic
  2. select areas of filming
  3. filming should be done in front of light source (window); cameraperson should have back to window

II. ANGLES OF MOVEMENT
- A. Best results come from hand held camera
  1. tripod limits movement
  2. tripod defines controls how camera is used
- B. If shooting towards window, use zoom lens to get close up blocking out light.

III. CREATING INTEREST
- A. Good effect is to start filming sequences, slightly out of focus, then define; endings could also be slightly out of focus to create dissolve or fade out effect
- B. Side angles are more interesting than straight on shots and make for easier camera transition to different point of interest
- C. Always keep camera on
  1. turning camera on/off results in jumbled soundtrack
  2. for variety, instead of keeping camera fixed on speaker, turn camera on people's faces or objects in the audience as speaker is talking
- D. Anticipate action
  1. film with both eyes open
  2. if door opens or people stand up, change from zoom shot to long shot while panning towards new source of action

BEST COPY AVAILABLE

TO:
FROM: Janice Benoit Fodero

RE: Techniques of video-taping
February 5, 1974
Gene Trinx, Video Systems & Programs

I. PRODUCTION TEAM
A. Director
1. decides shooting location/sites
2. decides what equipment needed
3. oversees script/interview topics
B. Cameraperson
1. decides on shooting angles
2. decides on titles or credits listings
3. figures out best possible shooting techniques to create interest
C. Soundperson (Interviewer)
1. staff person-decides on topics to be covered
2. conducts interview
3. qualities: good speaking voice
comfortable on camera
relaxed appearance
little movement
D. General Assistant
1. acts as spotter for cameraperson
2. helps set up equipment
3. moves cords as cameraperson changes position
4. labels tapes - record starting/stopping numbers
title
dates
team

II. PREPRODUCTION PLANNING
A. Speaker program
1. getting into program- show title poster
pan room
2. adjust camera height to speaker's neck level
3. set up camera about 15 ft away from speaker
4. shoot speaker from different angles
5. variety: face shots vs body shot
6. zoom in slowly on hand or name tag (use zoom sparingly)
7. pan audience- zoom on faces, hands taking notes, etc.
long shots of several groups
8. accommodate camera motion to speaker- natural break (speaker coughing)
opportunity to turn camera off
B. Facility (Tour)
1. key to successful production is continuity; path of filming
2. decide what people/objects to film at each site
3. when leaving room, adjust lens out of focus or blank out lens aperture for fade out effect

BEST COPY AVAILABLE

TO:

FROM: Janice Benoit Fodero

RE: Video Workshops at University of Bridgeport
March 5, 1974 & March 26, 1974
Professor Howard Jacobson and staff

I. Critique of Video Tape
(Brief discussion to follow by entire group)

II. Production Standards: Planning an Activity

A. Review components of the system

1. The camera (handout given)
2. Lighting techniques (handout given)
3. The sound system

B. Storyboard and scripting:

1. Pre-production planning

2. Discussion of concepts in planning

a. Translate the objective to behavioral terms
b. Choose an appropriate product or strategy for realizing the objective
c. Design an evaluation system to measure effectiveness in reaching the objective
d. Construct basic script outline incorporating all the above into a video tape production

C. The basic equipment checklist (handout given)

BEST COPY AVAILABLE

C. Camera Techniques
   1. always film with back to light source
   2. crabbing - long shot
      move sideways 1-2 ft
      zoom
   3. tracking - walk in 3-4 ft on subject while filming
   4. to minimize motion (shaking camera) zoom out

D. Audio Dubbing
   1. to operate - press audio dub button & play button
      turn on mic
   2. start music or narration

****

RF ADAPTOR (to play tapes on regular home TV)
1. Attach to VHF terminal on TV antenna
2. Attach RF adaptor to recorder - camera outlet
3. Switch to camera
4. Turn to channel 5
5. Press record & play buttons
6. Turn on TV

RECHARGE RECORDER BATTERY
1. Plug AC to wall outlet
2. Attach AC to recorder DC outlet
3. Turn on adaptor only; do not turn on recorder
4. Leave attached for about 10 hrs
5. Recorder gauge will show green when charged

(Note: Recorder can run on battery for approximately 40 minutes)

BEST COPY AVAILABLE

BRIDGEPORT PUBLIC LIBRARY
925 BROAD STREET
BRIDGEPORT, CONNECTICUT

VTR EQUIPMENT CHECKLIST

RECORDER

CAMERA

AC ADAPTOR

TV

ADAPTOR PLUG

MICROPHONE

WIDE ANGLE LENS

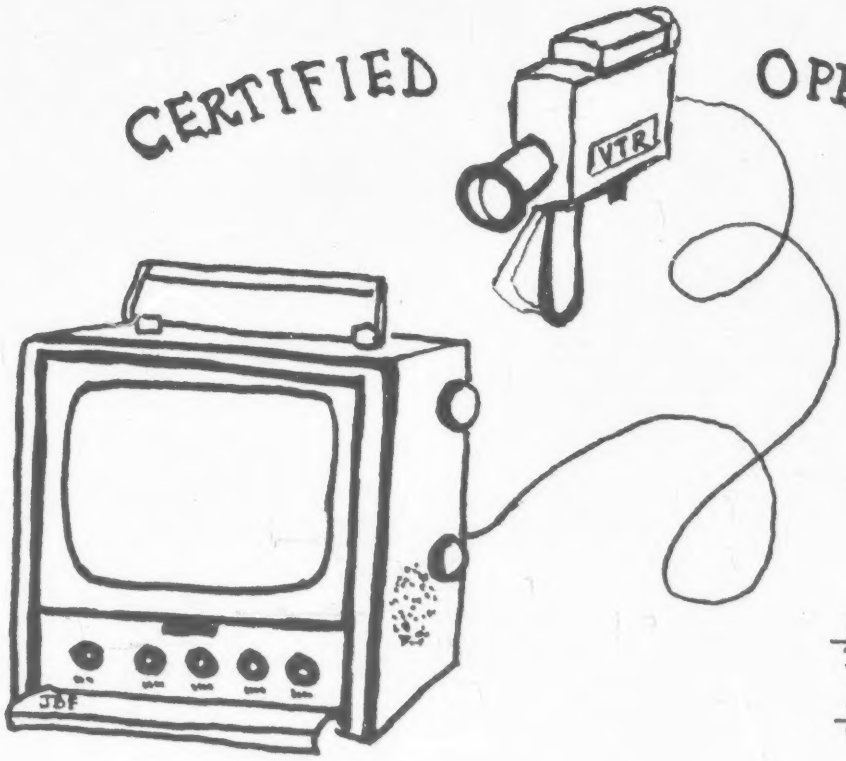
MIC STAND

TRIPOD

EXTENSION CORD: CAMERA/MIC

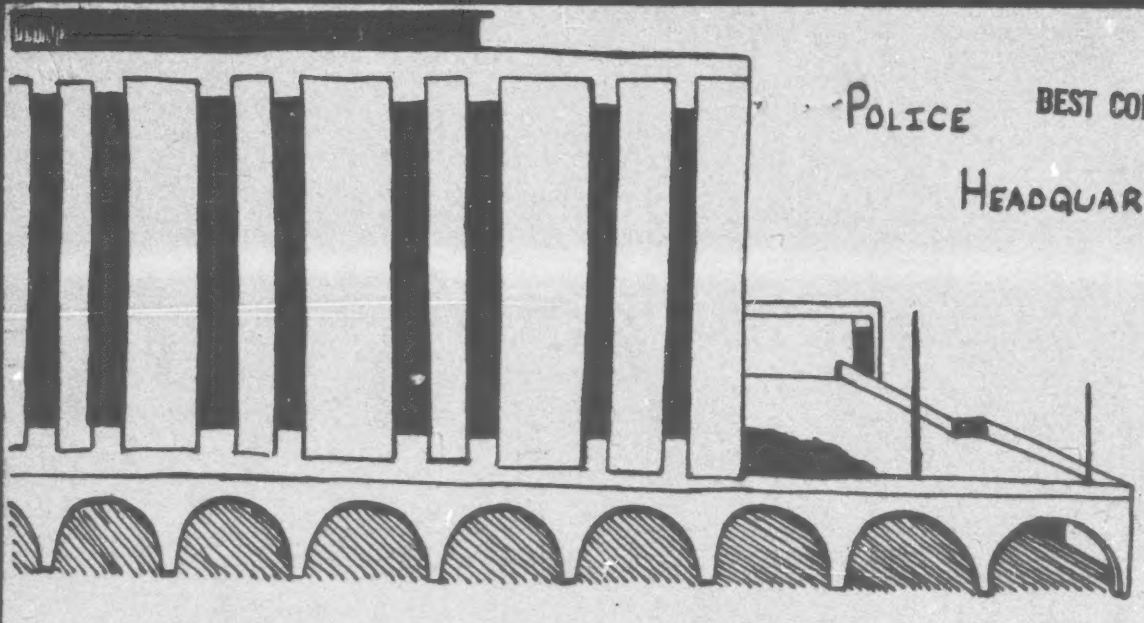
TAPE

BEST COPY AVAILABLE



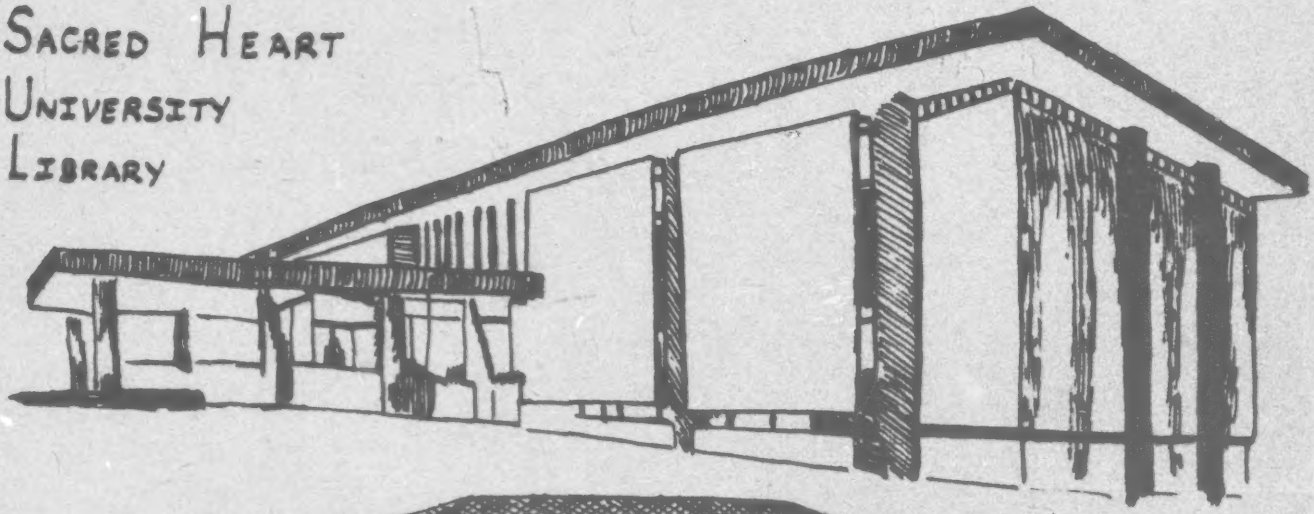
ELIZABETH T. LONG
DACRI DIRECTOR
JANICE BENOIT-FODERO
VTR INSTRUCTOR

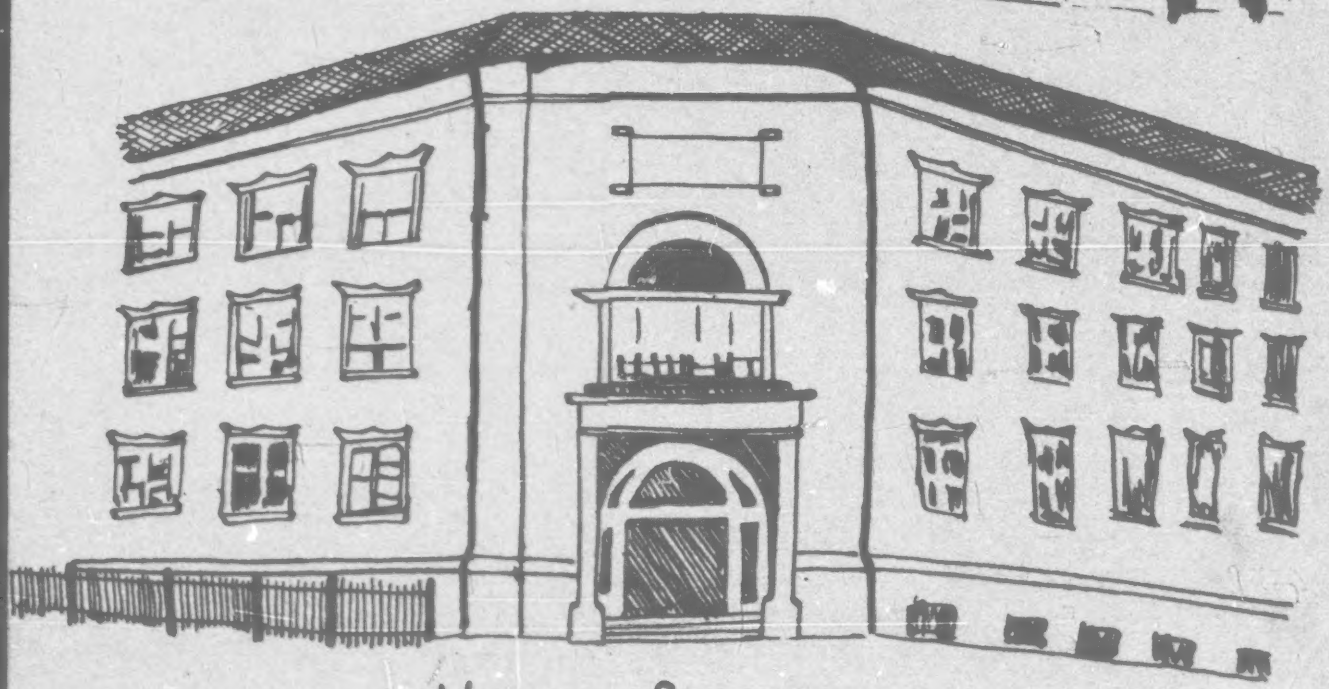
BEST COPY AVAILABLE



POLICE HEADQUARTERS

SACRED HEART UNIVERSITY LIBRARY





WELFARE BUILDING